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ABSTRACT

This is a handbook and guide for nontraditional higher education. Part one is an operational guide for the development, organization, implementation and evaluation of an alternative resource center for the facilitation of nontraditional learning within higher education. Part two is a comprehensive resource guide to alternative education programs including educational opportunities, social service and action, and personal growth programs. An index lists programs by population served, geographic location, and alphabet. (Author/KE)

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TAKING OFF

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An Organizational Handbook & Comprehensive Worldwide Resource Guide For Non-Traditional Higher Education

AE 008 337

JENNIFER EIS & DON WARD

To Grow is to Start

TAKING OFF

AN ORGANIZATIONAL HANDBOOK AND
COMPREHENSIVE WORLDWIDE RESOURCE GUIDE FOR
NON-TRADITIONAL HIGHER EDUCATION

by

Jennifer Eis and Don Ward

Center For Alternatives In/To Higher Education

1975

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Let me read with open eyes the book
my days are writing
—and learn.

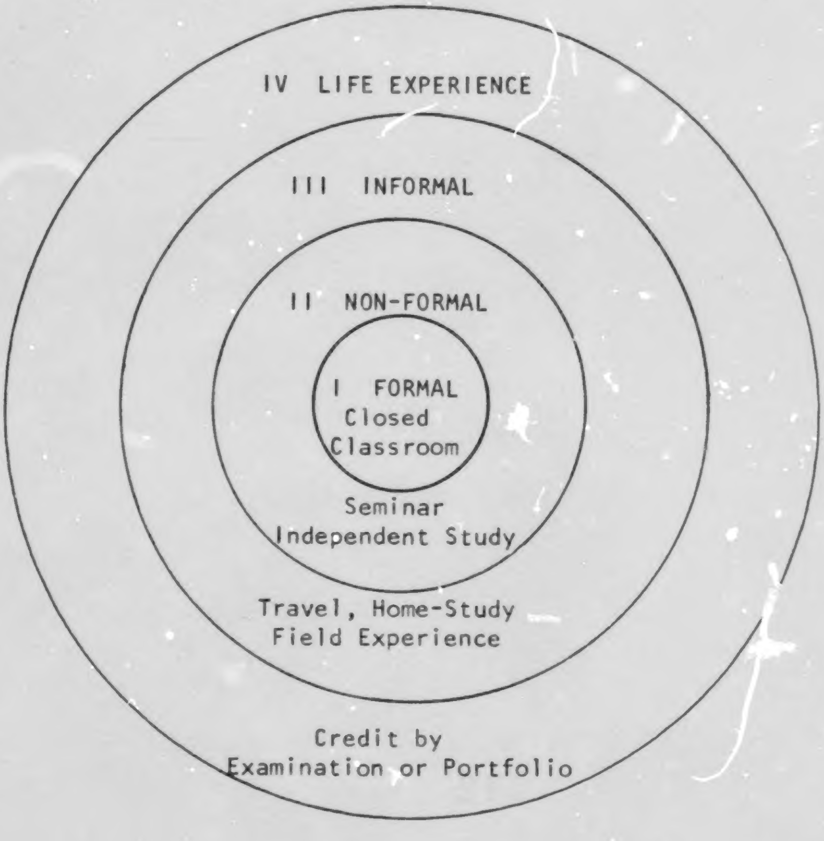
DAG HAMMARSKJOLD

I ~ FIRST THINGS FIRST

We would like to say a few words about words, as we begin. The following word groupings need some definition so that the intent of our writing is clear in the telling of the story which follows.

1. "Non-Traditional Education" or Non-Traditional Study"[1]

We are all aware of many degrees and levels of what we euphemistically call higher education. (I'm always tempted to ask, "higher than what?") Here we are not alluding to a type of education, but to the various modes of formality which differentiates the style in which higher education is carried out. Let me use a diagram to illustrate the point. Think of education in this country in terms of concentric circles. The central core or hub if formal or traditional education, composed primarily of an in-class, on-campus learning mode. Beyond the core lay other circles, each more expansive in terms of time, space and options. In graphic form they appear in the following way. The descriptors may not be precise, but hopefully they will adequately convey the idea.


IV LIFE EXPERIENCE
III INFORMAL
II NON-FORMAL
I FORMAL
Closed
Classroom
Seminar
Independent Study
Travel, Home-Study
Field Experience
Credit by
Examination or Portfolio

In this model:

I FORMAL: structured learning in a hierarchal setting, school-based

II NON-FORMAL: structured learning in a non-hierarchal setting; school-based

III INFORMAL: non-structured learning; field-based

IV LIFE EXPERIENCE: vocational/avocational learning; world-based

2. "Field Experience Education"[2] of "Experiential Learning"[3]

These two terms are used interchangeably in this book. There seems to be little agreement on a common definition or even the need for one among those in the profession. It is probably that both will continue to be used although "field experience education" is a term increasingly found in the literature. What is the content or range of activities found or subsumed under this term? The Society for Field Experience Education notes the following forms[4]. They will later provide us with a useful frame of reference.

> CROSS-CULTURAL EXPERIENCE. A student is involved in another culture or subculture in a deep and significant way, either as a temporary member of a family, a worker in that society, or as a volunteer in a social agency, with the intention, as a participant observer, of learning as much as possible about the culture.
>
> PREPROFESSIONAL TRAINING. A student serves in assigned responsibilities under the supervision of a professional in the field of education, medicine, law, social work, nursing or the ministry, putting the theory learned into practice, gaining skills in the profession, and being evaluated by the supervisor.
>
> INSTITUTIONAL ANALYSIS/CAREER EXPLORATION. "A student has a temporary period of supervised work that provides opportunities to develop skills, to test abilities and career interests, and to systematically examine institutional cultures in light of the central theoretical notions in a chosen academic field of study."[5]
>
> WORK EXPERIENCE (COOPERATIVE EDUCATION). "Cooperative Education is that education plan which integrates classroom experience and practical work experience in industrial, business, government or service-type work situations in the community. The work experience constitutes a regular and essential element in the educative process, and some minimum amount of work experience and minimum standard of successful performance on the job are included in the requirements of the institution for a degree."[6]

2.

SERVICE-LEARNING INTERNSHIP. Service-Learning has been defined as: "the integration of the accomplishment of a task which meets human need and conscious educational growth. A service-learning internship is designed to provide students responsibility to meet a public need and a significant learning experience within a public or private institution for a specified period of time, usually 10 to 15 weeks."[7]

SOCIAL/POLITICAL ACTION. A student secures a placement, under faculty sponsorship, which provides an opportunity to be directly engaged in working for social change either through community organizing, political activity, research/action projects, or work with organizations seeking to bring about changes in the social order.

PERSONAL GROWTH AND DEVELOPMENT. A student undertakes a program in an off-campus setting that is designed to further personal growth and development, such as the wilderness survival programs of the Outward Bound Schools, or an apprenticeship to an artist or a craftsman, or residence in a monastery for the development of the spiritual life, or participant in an established human growth group or human relations program.

FIELD RESEARCH. A student undertakes an independent or group research project in the field under the supervision of a faculty member, applying the concepts and methods of an academic discipline such a geology, archaeology, geography, or sociology.

3. "Space-Free/Time-Free Learning"[8]

This is another important concept that is found within the terminology of non-traditional education. In such a learning situation the student may reside anywhere, learn anything, in a period of time most advantageous to learning whatever it is the student has chosen to learn.

Now on to the application of these terms.

REFERENCES

1. With the advent of the Commission of Non-Traditional Study the term "non-traditional study" became commonplace in higher education.

2. The Society for Field Experience Education has advanced the use of, and given legitimacy to, the term "field experience education".

3. Cooperative Assessment of Experiential Learning (CAEL) is a broad-based organization concerned with the development, validation, and utilization of "experiential learning", thus making popular that particular terminology.

4. Duley, J. (Editor). Implementing Field Experience Education, San Francisco: Jossey-Bass, Inc., 1974.

5. Zanderer, D. Urban Internships in Higher Education, ERIC/Higher Education Research Report No. 9. Washington, D.C.: The American Association of Higher Education, 1973.

6. National Commission for Cooperative Education. Colleges, Universities and Community Colleges Offering Cooperative Education Programs, New York: National Commission for Cooperative Education, 1971.

7. Sigmon, R. A Notebook on Service Learning, North Carolina Internship Office, October, 1972.

8. The term space free/time free learning was popularized by Michael Marien, Research Fellow at the Educational Policy Research Center at Syracuse University.

> Alice: "Yes, but where do I begin?"
> Cheshire Cat: "Why my dear, you begin at the beginning!"
>
> LEWIS CARROLL

4.

II~IN THE BEGINNING . . .

This is really an Introduction, but since we have found that we usually don't read them, we thought that you might not either. Granted, it is one of those in-between things, not a preface statement, and not the meat of the matter. But it is significant because it is where we begin together, warm up to what's ahead, get our bearings, and at least start out in step toward a common understanding of the topic.

This book is intended for those who are professionally concerned with, and engaged in, the art and practice of "Taking Off". A sometimes daring act of volition and risk, that is not by accident the title of this book. Our basic purpose in this writing is to provide a straight-forward documentation of the Center for Alternative In/To Higher Education (C/AHED, popularly pronounced "see-ahead"), a three-year experimental project in providing non-traditional learning resources and services to non-traditional learners enrolled at Michigan State University.

Frankly, it had been our initial intent to write a book that would develop a grand historical prespective from which to view C/AHED. To trace in some depth the pivotal social conditions and events, the experiment, and the persons who were at the heart of the so-called great experiment in this country called "field experience education". Perhaps it is every writer's desire to extoll the legacy that birthed a present interest, and attempt to place oneself in an historical continuum in order to give relevance to life and activity. The temptation is still present, but such documentation is not within the scope of this volume, nor is our endurance level sufficient to the task.

It is enough to note that for those interested in pursuing either the historical or contemporary scene, there exists a variety of resources. Most influencial have been the studies and recommendation of the Carnegie Commission on Higher Education.[1] Other books, notably those published by Jossey-Bass, deal with lifelong learning and the implementation of field experience education.[2] In the public sector some highly significant and far reaching developments are taking place. To mention a few ...

* Community colleges and proprietary schools are working to provide vocational-technical experience in response to a new societal demand for an educational emphasis on marketable work skills.

* Adult and continuing education programs and services of all types are flourishing, particularly for women and older citizens. The changes occurring in post-high school education are indeed radical by former standards and also point to a basic realignment of priorities for formal higher education.

5.

* Professional organizations have come into existence to advance both the administration and resource delivery of non-traditional education. Most notable are Organization :: Response[3], The Society for Field Experience Education[4], Cooperative Assessment of Experiential Learning[5], and the National Center for Public Service Internship Programs[6]. More specific annotation on these and other organizations can be found in Part II of this book.

Given the resources and information available, why then elaborate one more experiment? The answer is simple.

> First, little data exists on actual working models even though there are many newly-formed umbrella organizations which are concerned with making available conceptual or descriptive information. We are clearly in a transitional period between theory and tested/documented practice in this field.
>
> Second, the expertise that has been gained through the development and implementation of C/AHED is sufficiently universal in terms of public higher education to make it useable for those desiring to establish similar units and/or services.
>
> Third, the information contained here deals with today's students, their outlook, motivation and need for non-traditional learning experience.
>
> Fourth, the comprehensive categories of annotated organizations and resources presented provide invaluable, up-to-date, worldwide opportunities for professionals and students needing immediate information.
>
> Fifth, we are incurable optimists who take seriously the many requests from those who want to forge a more qualitative and helpful link between formal higher education as we know it, and higher learning as we envision it.

You will note that this book is divided into two major sections, made easily distinguishable by a page of cover stock between them.

Section I deals with the actual origins and workings of C/AHED. Special attention is given to the university context; to strategies for research and development; and to the operation of the Center, including resource collection and delivery, staffing, student clients, and evaluation of services. This section concludes with a potpourri of problems, recommendations, and projections related to the administration of an experiential learning resource center.

6.

Section II is a major collection of resources in annotated form. It is organized by specific interest categories and includes all the materials found in the Center. This collection is one of the largest of its kind in the United States. We have also thought it valuable to indicate within each category a list of selected publications. You will note that all organizations listed in Section II are completely cross-indexed, thus enabling new units to save valuable time in a collecting process that engaged C/AHED in almost two years of continuous effort.

In a very real sense this is your book for it has been mandated by over 200 colleges and universities who have sought information by way of written inquiry or on-site visitation, by campus ministry agencies which are in need of viable alternative student services models, and by the Danforth Foundation which has so generously provided, through an Underwood Fellowship, the funds to prepare this book. We are grateful to all who encouraged and challenged us in this process.

Proceed then to travel with us a candid trail marked by epic signposts that will show the way we went, and by markers that will spot those places where we failed or took a wrong turn. It is the author's hope that such an approach will make this book, its story and resources eminently helpful and well-worth the reader's journey. All of us who have been part of the growth and frustration, elation and phasing out of the Center wish you well in non-traditional learning, for it is one of the most rewarding endeavors to be found in higher education today.

As you begin, we leave with you the words of an anonymous friend who said,

"If we don't change direction,
we are likely to end up
where we are headed."

REFERENCES

1. The Carnegie Commission on Higher Education has sponsored preparation of some twenty-five major publications and numerous articles regarding the educational philosophy underlying non-traditional study, proposals and predictions for the future of post-secondary education, adult education and other related subjects. A bibliography can be obtained by writing the Commission, 1947 Center Street, Berkley, California 94704.

2. The Jossey-Bass Series in Higher Education. A bibliography of publications can be obtained by writing Jossey-Bass Inc., 615 Montgomery Street, San Francisco, California, 94111.

   Special attention is called here to one of their most recent and important publications entitled Patterns For Living, authored by Theodore M. Hesbergh, Paul A. Miller and Clifton R. Wharton, Jr., 1973.

3. ORGANIZATION :: RESPONSE Dr. Philip C. Ritterbush, Chairman
Georgetown Office Service Center
3160 O Street, N.W.
Washington, D.C. 20007

An independent, non-profit institutional innovation collaborative seeking to promote improvement in mechanisms to facilitate off-campus study. Maintains an open national registry of internships and experiental education.

4. The Society for Field Experience Education
% New College
P.O. Box 1898
Sarasota, Florida 33578

A society to encourage the development and professional administration of field experience education. Membership open to individuals and institutions. Sponsors national and regional conferences and publishes quarterly "Field Forum".

5. Cooperative Assessment of Experiential Learning
John R. Valley, Director, Assembly Activities
Princeton, New Jersey 08540

A joint project of Educational Testing Service and a group of colleges and universities with initial funding by the Carnegie Corporation.

6. National Center for Public Service Internship Programs
Alan Magazine, Executive Director
Suite 201
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

Serves the needs of public service internship and Fellowship programs. Maintains a clearinghouse on such opportunities, provides technical assistance in the establishment of such programs.

8.

The Context

As we have said, this book is primarily concerned with C/AHED, yet two other organizations provide the context for its existence. One is Michigan State University (MSU) whose students it serves. The other is United Ministries In Higher Education (UMHE), the campus ministry organization that brought it into being. The author is related to each of these organizations in the following way:

To MSU - a former graduate and visiting lecturer; a frequent proponent and sometimes antagonist.

To UMHE - Co-Director for nine years and ordained Protestant minister of the campus variety.

To C/AHED - Founder and Director.

With these connections clarified, let us look at the interplay of the three organizations.

United Ministries in Higher Education

UMHE at MSU is one unit of a nationwide campus ministry organization composed of ten Protestant denominations[1], who have consciously opted for an ecumenical ministry in and to higher education in this country. Such units as the one at MSU exist on 1,000 campuses and involve approximately 960 campus ministers. At any state or local level, various combinations or groupings of these denominations may be found. Some are primarily social action-oriented, others may be rooted in a more traditional worship-study community. Most are a combination of many approaches and styles.

In general, the national thrust of UMHE has been in areas of religious affirmation and values clarification, educational reformation, domestic and international concerns related to policies and priorities, and dialogue with pre-professional education regarding human values in medicine, science and technology. One might say UMHE has been most effective when speaking from the cutting edge of critical societal issues, seeking to be an agent of reconciliation and facilitation in advocating and demonstrating the primacy of religion and education as tools for the development of human wholeness.

In terms of professional competency, academic training and personal credibility, campus ministers, as a group, rank extremely high, and have been often recognized by universities and colleges for their contributions[2].

9.

Michigan State University

UMHE at MSU works in a setting of extreme diversity and challenging complexity. The University is a land-grant, public institution, ranking among the largest in the world with a student population of approximately 42,000 enrolled in seventeen colleges and numerous programs. It is deeply involved in international education and is a recognized pioneer in the residential college concept.[3]

The campus ministry has a rich history and enjoys an excellent working relationship with the University. Currently four campus ministers, each carrying a different portfolio, function as quasi-autonomous, but often integral parts of the University community.

REFERENCES

1. UMHE particpants are: American Baptist Churches in the U.S.A., Church of the Brethern, Christian Church (Disciples of Christ), Moravian Church in America, Presbyterian Church in the U.S., The Protestant Episcopal Church in the U.S.A., Reformed Church in America, United Church of Christ, United Methodist Church, United Presbyterian Church in the U.S.A.

2. Palmer, P. "Selection from a Review of Danforth Campus Ministry Fellowships", Church Society For College Work, Vol. XXXII, No. 2, March, 1974.

3. Justin Morrill College was one of the earliest living-learning residential colleges founded within a state university. Morrill's focus is in the liberal arts. It was followed by James Madison College (social science and public policy) and Lyman Briggs College (science).

10.

UMHE and Institutional Innovation

In the development of any new UMHE program within the University, certain steps are usually followed. These steps will be elaborated more specifically in the body of the book which deals with the inception of C/AHED. In order to gain an overview of the process of institutional innovation, nine steps are summarized here.

Step 1. With the assistance of others, UMHE staff identify actual issues or problems not being dealt with by the University either because such are not being articulated, or because various components of the University do not have the will, way or means to address themselves singularly or collectively to it.

Step 2. UMHE staff research the issue and document need for action.

Step 3. An advisory group of University personnel is formed to assist in the process of problem-solving and policy-setting.

Step 4. Organizational/Administrative models are designed and implemented to meet the identified need.

Step 5. The program is evaluated.

Step 6. Written materials are produced to enable others to learn from the experience.

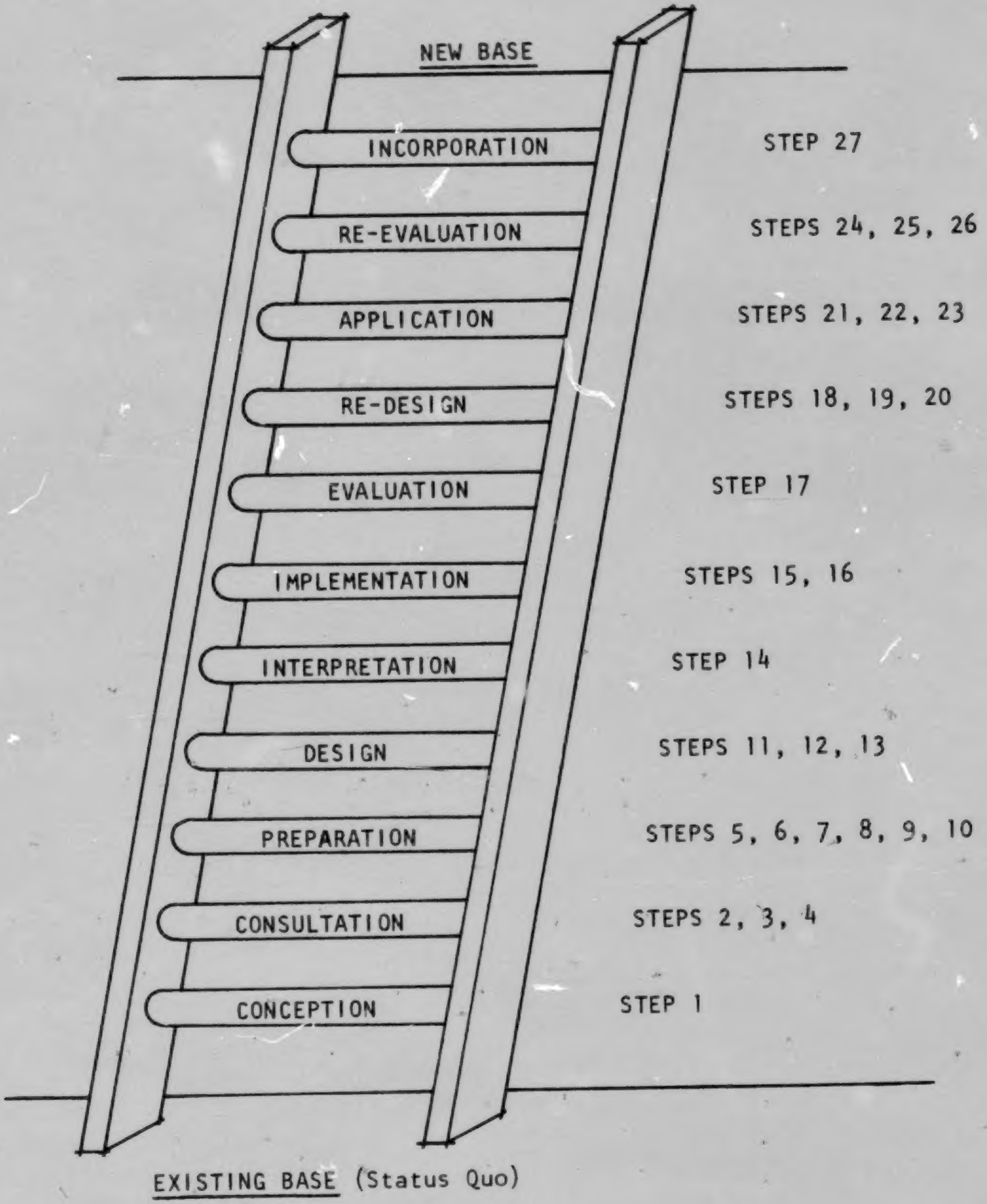
Step 7. If viable and desirable, UMHE staff provide transition leadership for the incorporation of the program into the on-going structures of the University.

Step 8. UMHE staff phases out administrative involvement and serves in advisory capacity as needed.

Step 9. Identification and research into new issue is begun.

One way to visualize this process is through the use of what we call the ladder of Program Innovation, Key words denote process stages. Some individuals and groups can/do skip certain of these stages, but the safest and quickest way to the top (directionally speaking) is by standing firmly on each rung before progressing on to the next.

To the right side of the ladder and opposite the corresponding stages of program innovation, are noted the Development Steps (1-27) that were taken in the C/AHED project. They are captioned in the Table of Contents and described in depth in the pages which follow.


NEW BASE
INCORPORATION
STEP 27
RE-EVALUATION
STEPS 24, 25, 26
APPLICATION
STEPS 21, 22, 23
RE-DESIGN
STEPS 18, 19, 20
EVALUATION
STEP 17
IMPLEMENTATION
STEPS 15, 16
INTERPRETATION
STEP 14
DESIGN
STEPS 11, 12, 13
PREPARATION
STEPS 5, 6, 7, 8, 9, 10
CONSULTATION
STEPS 2, 3, 4
CONCEPTION
STEP 1
EXISTING BASE (Status Quo)

New or innovative programs usually require a two to three year commitment of time on the part of UMHE staff and necessitate:

1. The staff functioning as short-term specialists within a generalist's orientation, i.e., studying and retooling to acquire new competencies for each successive project.
2. The willingness of the local UMHE Board of Directors (composed of faculty, students, laypersons and clergy) to place staff "on-loan" to the appropriate college or administrative unit of the University.

3. The recognition and acceptance of the University for the donation of such resources or services.

Usually the initial seed monies plus full-time staff are contributed by UMHE.

A number of major programs have been generated by this process over the past ten years. A few of the more notable ones that have become prototypes for organizations/services/curriculum in higher education beyond Michigan State are:

- * The In-Service Training Program for Residence Hall Staff
- * The Michigan State University Volunteer Bureau
- * The Colloquy on Human Sexuality: A Search for Perspective
- * The Crisis-Intervention Training and Services Network
- * The Center for Alternatives In/To Higher Education

Such a ministry of institutional intervention threatens those who would rigidly maintain the separation of church and state. Some antagonists resort to assuming that there is a lack of accountability. Others hold so strongly to territorial perogatives that an organization willing to create new modalities, and then relinquish the creation, perplexes them and casts doubts, if not on our motives, then on our common sense. The campus ministry is in the best sense of the word, marginal. By definition then, it is fundamentally a position without power. Yet is carries with it a mode of simplicity that allows for persons to encounter one another without regard to rank or status, and to discuss issues and needs without being first concerned for political implications.

It is not a bad thing to come before the walls of Jericho with but a horn in hand, or to be able to hire or fire no one. Maintaining a low profile is helpful in moving without threatening people, to listen instead of informing, to espouse dialogue in preference to monologue, to move horizontally or vertically with equal ease, talking with President or freshman, to utilize a process of cooperative inquiry and problem-solving. It is also freeing to self and others to admit to a lack of expertise when expertise is lacking, and to reject out-of-hand as unnecessary the all too common homiletic bluff and bluster of experts, to state without loss of self-respect that a given approach or innovation has failed, and to change direction without fear or a negative evaluation or denial of departmental funds, and most of all, to speak of values, right, and truth without apology. Those are worthwhile goals; sometimes we reach them.

In reflecting on my own tenure in the campus ministry, the comment of my mentor seems particularly appropriate. He said, "A campus minister needs equal amounts of audacity, tenacity, humility, faith and good luck, with a high tolerance for uncertainty, ambiquity, and new beginnings." It has, in short, been the best of all climates to grow in, for work has found worth in sound ideas well-tested, in the congruence between articulated values and demonstrated behaviors, in the benefit of its efforts, and in the rightness of its means and ends.

Certainly one of the major social problems of our time is that of helping higher education to become truly responsive and responsible to today's students, to the greater society, and to the world. If it is true that:

> The University is too often unable to act because of its cumbersome bureaucracy, ever-tightening financial constraints, and a failure to reallocate priorities and enact internal reforms;
>
> The Students often object to, or reject the university's homogeneous social and intellectual climate, methods of instruction, lack of learning alternatives, and refusal to address world issues;
>
> The Church finds itself immobilized, separated from the university by the nature of its separation from the state, advocate of those who are town-, not gown-oriented, and largely ignored by students;

Then the Campus Ministry, grounded in the historical church, yet founded in the contemporary university, must attempt to speak as prophet, reconciller, and facilitator, utilizing the resources of church and university for the sake of both within the higher context of human freedom.

* * *

For those interested in the topic of dissemination, and diffusion of innovation, it may be of value to note that the C/AHED experience followed the general pattern set forth in the three major theoretical schools of thought on the subject. They are:

1. Social Interaction (S-I)[1]
2. Research Development and Diffusion (R,D & D)[2]
3. Problem Solver (P-S)[3]

A fourth, which combines elements of R,D, & D and P-S, is advanced by Ronald Havelock, and is known as the Linkage model.[4]

C/AHED is not a model for, nor did it seek to follow, a particular school of thought. As you shall see, it evolved, peculiar to a time and place. Only after the fact can it be placed along side the three schools mentioned for the purpose of comparison and in order to gain a better comprehension of the nature and depth of the process. The following chart brings that process into focus and highlights the fact that every major stage of the C/AHED ladder which is required by the above theories for successful infusion of innovation, are represented in the actual C/AHED project. There is nothing noteworthy in this since common sense dictates and validates all three schools. What is interesting is that the three theoretical models test out in the C/AHED experience. I am forced to conclude that there is hope yet for theoriticians.

14.

MODELS OF DISSEMINATION, DIFFUSION & CHANGE: THREE SCHOOLS OF THOUGHT[5]

C/AHED	SOCIAL INTERACTION	RESEARCH, DEVELOPMENT & DIFFUSION	PROBLEM SOLVER	COMMON STAGES
Incorporation Re-Evaluation Application Re-Design Evaluation Implementation Interpretation	Adoption Trial Evaluation Interest Awareness	Institutionalization Adaption Installation Trial Evaluation Interest Awareness	Diffusion to Others Change Relationship Terminated Institutionalization Revision Evaluation Installation	IV ADOPTION
	Some Diffusion Assumed	Nurture Service Help Train Demonstrate Inform Promote		III DIFFUSION
Design	Development Assumed	Invent & Design Engineer & Package Test & Evaluate	Implement Plans Select Alternatives Evaluate Solutions Establish Goals, Priorities Establish Relationship with Outside Expert Diagnosis	II DEVELOPMENT
Preparation Consultation Conception	Research Assumed	Gather Data Investigate Problems Scientific Inquiry		I RESEARCH

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1. Rogers, E. Diffusion of Innovations, New York: The Free Press of Glencoe, 1962.

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16.

The Genesis of C/AHED

The C/AHED concept came not from the usual objective process of evaluating university or student needs and moving to meet them, but from a very personal enlightenment which identified a general lack of student excitement and caring in their university education. Notable symptons included: the classroom seen only as a place to vicariously live life; lecture notes removed from experience; theory seemingly unrelated to fact; an intellectural mode of life devoid of feeling; rationality, criticism, and scepticism rewarded; awe, excitement, and creativity discouraged; an affirmation of a science of knowledge organization, rather than an affirmation of the art of living. (A painful step backward into my own school history illuminated for the first time these same conditions.)

It was the years between 1964 and 1971 when we suddenly became aware of our discontent, and we began to question and doubt under the iconoclastic tutelage of Farber[1], Illich[2], Holt[3], Kohl[4], Goodman[5], and Silberman[6] the American system of public education. And so I too rode forth to tilt with the windmills of academia. The search for sound weaponry was fruitful, for reputable organizations and duly constituted commissions were forging out facts and recommendations of higher education. The Hazen Foundation Committee Report on the Student in Higher Education[7] was the first to speak persuasively to the causal factors of the college drop-out phenomena. It was followed by the Task Force on Higher Education of the Department of Health, Education and Welfare[8], by the American Academy of Arts and Sciences[9], and by the earliest study documents of the Carnegie Commission on Higher Education[10].

In practical response to the needs for educational reformation, new accredited institutions of higher education were being formed, and vintage vanguards were enjoying new popularity. Anxious to know more and at the same time exhibit a non-traditional approach in my doctoral program in higher education, I submitted a proposal for the study of three diverse institutions in lieu of the traditional comprehensive examinations. The three schools were: Evergreen State College, Washington State; Western College, Ohio; and the University of the New World (an on drawing-board radical experiment in general education to be founded in Switzerland.)

By a rare set of circumstances and good fortune, the summer of 1971 found me high in the Swiss Alps, gasping for breath, and attempting to make sense out of the organization as one of the staff of the University of the New World. That experience, while far from the ideal picture presented in the sepia-toned brochure, provided a reality test on experiential education and the non-traditional learner, unparallelled in previous work in a variety of institutions of higher education.

There proved to be enormous value in being part of the creation, value clarifying, housekeeping, conflict resolving, doctoring, and finally announcing the demise of the experiment. Certain homilies and truisms come to mind from that experience.

> Education cannot live on love alone.
>
> Community is only functional when there is cooperation.

> An institution's health is not found in new means or modes, but in the health of persons who comprise it.
>
> New creations may be the product of dreamers and prophets, but administration must be the task of practical, skilled doers.
>
> Time cannot be hurried anymore than trust can be forced, or money grown on trees.

In the weeks of backpacking that followed, a companion-colleague and I met hundreds of the estimated 3 million American students who were traveling, schooling, or "tripping" in Europe. Bus station floors became life classrooms; loneliness, disillusionment, excitement, new skills, language and culture its teachers. For me, it was a season to be watching and intuiting, trying to make connections between MSU and Geneva, classroom and crowded trains, course requirements and an open road. The synthesized message being sent was not vague: "We need options for learning, alternative modes, means of getting an education that are more useful and practical, that fit me and the needs and designs I have for my life". (We now see that personalistic expression was the forerunner of today's clamor for a practical, skill/competency-based, marketable education.)

I was convinced then, as now, that many students do not desire to be nursed along, but want, and will take if offered, the more taxing and fulfilling road of options beyond the usual and widely accepted freshman through senior, in-class, on-campus, graded and credentialed brand of education.

Active versus passive learning is the issue. Superficial correctives to fundamental problems in education, be they new grading systems, use of technology and sophisticated hardware or hip-profs, cannot change the fact that certain conditions for optimum human learning are constant and cannot be ignored. Most important in this regard is what is annunciated by Dewey[11], Piaget[12], Chickering[13], and others when they state that a critical function of education is to facilitate the dynamic interaction of individuals with their environment. This is to say that direct experience is reality -- there is no other. Therefore, one must reach students where they live, connecting what counts (core values) with situations (environment) so that through real interaction (identification, evaluation, confrontation) learners' perceptions can be confirmed, modified or changed to produce not abstract or fundamentally useless knowledge, but real and applicable wisdom. How easy to lose sight of what our own experience whispers to us daily.

The sabbatical* over, I began to ponder what might be the outcome should I take seriously the implications of the overseas experience. The reoccurring refrain was, "Young adults want to learn, but do not know where to go to get the information they need about opportunities". It appeared not that they were turned off to education but to school, wanting to learn all kinds of things, but not in the usual prescribed way. Thus was initiated a familiar process of converting theory into practice, conviction into action, and energy into organization.

* Sabbatical - under Mosaic law the sabbatical year was the year that vineyards were to lay fallow and unproductive and all debtors released from prison. Speculation as to which of these emphasis is applicable to higher education holds endless possibilities for analysis.

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Particular attention within this context should be given to Chickering's "Developmental Vectors". They are: achieving competence, managing emotions, becoming autonomous, establishing identify, freeing interpersonal relationships, clarifying purposes, and developing integrity.

Alice laughed. "There's no use trying,"
she said, "One can't believe impossible things."

"I dare say you haven't had much practice,"
said the Queen,

"When I was your age I always did it
for half an hour a day.
Why sometimes I've believed as many
as six impossible things ~
before breakfast."

LEWIS CARROLL

20.

III ~ PHASE I

TO START IS TO BEGIN

As noted earlier, UMHE staff over the years have evolved a particular administrative style for operating within the context of the University. A campus minister finds very early that a position of marginality requires the adoption of techniques very unlike those set forth in administrative handbooks or operations manuals.

In order to see clearly the steps which were employed in the program development of C/AHED, a simple outline format will be used here. When appropriate, each step will include a statement or elaboration of:

The need

The options/strategies considered

The solution: it's rationale/consequence

It is hoped that these steps will be seen to build sequentially, and the importance of their inter-relatedness will become apparent. In this way, some light may be shed on those problems common to many new programs, and in particular to the work of those who find themselves just beyond the illusive boundaries of full institutional inclusion, even legitimacy. Perhaps in time we shall learn our lessons sufficiently well to refute the common wisdom of Pogo and find, in fact, that we have met "them" and "they" is not "us".

Developmental Step 1. How To Do A University

My background in city planning, prior to entering the campus ministry, had convinced me of the need for a critical evaluation of systems and institutions prior to attempting any interaction with them. Now the context was different, but the value of a similar approach and methology remained.

The Need The problem before us was basically one of political assessment. It was to be one in which the issues of influence and power would determine whether options for innovation would be opened or closed to us.

I would like to share at this point some practical observations on how a neophyte program goes about dealing with the political realities of institutional change from a marginal position. It strikes me that it is a bit like shooting at elephants with a pop-gun (at least one does have the element of surprise in ones favor). It is the powerless addressing power; it is small vs. large, concept vs. concretization, change vs. permanence, poverty vs. wealth, etc.; you see the point. What then, can balance the ledger and change the odds?

We could deal abstractly with the question, theorize a methodology of institutional change, or quote from numerous works on the subject. I would prefer to move, from this point on, in a very practical manner citing some approaches that have been employed by C/AHED, commenting on experiences, and suggesting some tools that may be found helpful.

In a graduate course some years ago, an equation emerged. (I can't honestly recall if credit is due the prof, a book we were discussing, or if this evolved from some combination of the three and appeared in the margin of my notebook.) Nevertheless, it has been very helpful in many kinds of personal and institutional interactions. It can be stated in line form like this:

Observe 〉 Evaluate 〉 Predict 〉 Control

The temptation to overlay these words with sinister meaning, be they Machiavellian or Skinnerian, should be rejected. Here we are speaking of a methodology of behavior that will, hopefully, utilize positive-good means and ends. What the sequence means can be understood in this restatement:

> If one observes and documents the way a person acts
> in a given situation,
> then one can diagnose and evaluate the various behaviors
> and effects that behavior will have,
> then one can influence or control the behavior by
> modifying the attending variables.

Another way to say it is: Look at it; come to understand it; and then you can have an influence on it.

Without some simple and basic operational philosophy and method (and the above is only one of a number we will allude to), an individual is dependent on blind luck or the perfidious winds of good fortune, and these seldom increase the odds in ones favor. No, if a potential change-agent wears blinders or is naive to institutional realities, all ends there. The ability to build and climb successfully the ladder of innovation requires a working knowledge of a number of tools. Translated into action this means that doing one's homework (research) on the nature of the University is essential!

The Solution (Part a) Let me suggest that the following components of the power structure (I use that term in a descriptive, not pejorative way) should be clearly understood before beginning to move within it, or attempting to impact upon it. The following pieces make up the whole of the system that we are concerned with:

- Governor/
  - State Board of Education
- State Legislature
- Board of Trustees
  - or Regents
- President
  - Assistants to President
- Vice President(s) or
  - Provost
    - Associates/Assistants
- Deans
  - Assistants
- Departmental Chairpersons
- Faculty
  - Organizations, Committees
- Students
  - Government Structures
  - Communication Media
  - Organizations

Obviously, it is not necessary or possible to have a thorough working knowledge of every person, office and committee related to or housed within the institution. Some information will be impossible to get, some irrelevent in order to gain a comprehensive picture, but in general one should have answers to most of the following questions:

1. Organizational Information:

   What is the title, name and address (location) of each officer/position?

   Number of persons on their staff?

   What are the qualifications for the position? Who determines them?

   How are they choosen? What is the length of their term?

   What are the general and specific responsibilities/duties?

   How long have they held office? Total length of time in the University?

When and Where are meetings/conferences held? How can access be gained or input made?

To whom are they responsible? Are written reports available?

What committee assignments are related to the position?

To whom do they listen and from whom do they solicit advice?

What are the stated priorities for the office?

2. Personal Information:

What was their previous profession(s)?

Where were they educated? What degrees do they hold?

What do employees, colleagues, constituencies feel about their work performance and ability to relate to others?

Most, if not all, of the organizational information should be available to the public from the Governor's office, the President's or Public Relations office, University Catalog, operations manual, University phone directory and minutes of meetings. Other knowledge and insights can be gained by interviewing individuals, reading the newspaper, and listening to what is and is not being said at meetings, in the halls and over coffee. This material should be recorded in some convenient manner. As staff turn-over occurs, significant shifts in policy and priorities will also occur. It has been our experience that no two years look the same, thus a simple up-date system is necessary. If this kind of intentionality sounds like it requires effort, you are correct.

You may find it helpful to construct thumb-nail profiles or sketches of each major level within the institution. Such generalizations may help to clarify interests, concerns and perceptions. Allow your own opinions to come through as a way of bringing into sharper focus feelings and insights.

The Board of Trustees

They are political animals -- either by appointment or election, so their actions and re-actions are usually predictable. Socio-economic status, profession, religion, education, and affiliations with wealth play a major part in determining the ethos of this group. Their age, experience as undergraduates, and number of children (of high school or college age) will determine the degree of emotional involvement they have and the conviction they express on certain issues, particularly where students are concerned. Most are out of touch with student thinking and will often welcome a personal contact or invitation from a group. (Once they hear student opinion, they are apt to generalize the position to all students.) They depend heavily on the President to keep them informed, set the agenda for meetings, etc., so are vulnerable to his/her selective perception of important issues. Generally, they merely rubber stamp innovation, for once a proposal reaches them it has been clothed and tailored to respectability and passage.

24.

The President

Presidents are preoccupied with financial matters (survival) and the faculty. These individuals live in a rarified and intense atmosphere. They often appear as either isolated, aloof, and rigorously delegating authority or are highly visible and seem to relish being at the center of every decision. (I do not concur with those who think that all presidents have either messianic or masochistic tendencies). Regardless of style, they are surrounded by assistants who usually know more about a given issue than do they. The larger the institution the more dependent the president is on these people for accurate data from which to make decisions. Few innovations are dealt with at this level in public higher education unless the President has direct access to grant monies. Remember however that the way an institution allocates its resources determines policy priorities.

The Provost/Vice President(s)

These are the front line officers. For all practical purposes the buck stops with them. They are strung between the Trustees and the President on one hand, and the faculty or students on the other. My observation is that they are the least professionally satisfied of any administrative group. (There is no way to please one's constituency when the constituents are suspicious of the relationship.) It is at this level that a vying for power and influence can frequently be seen between the Academic and the Student Affairs divisions of the University. A proposal for innovation caught in the cross-fire between the two, can be shot down and laid to rest with one terse memo.

Associate(s)/Assistant(s) to Provost or Vice President

The most battle-wise of all. Success or failure results in longevity or quick replacement. They are the movers, the trouble shooters, the proposal developers. Good at taking the pulse of vested interest groups, and sheltered from the fire-storms that sweep the offices of the President, Provost(s) and Vice President(s), making them so vulnerable to political considerations and firing. To find out who's who and what's what, consult with them (off-the-record) and listen well.

The College Dean

His/her office is the penthouse of the working academic structure. Deans are selected because they have the favor/trust/respect of their colleagues. They are preoccupied with administrative problems within the college and are therefore accomplished at knowing how to placate and keep peace. Their administrative experience may be minimal prior to assuming the office. (This has as many advantages as disadvantages.) They have the power to reward or punish by granting or denying recommendations for faculty advancement, increases in departmental askings for staff, graduate assistantships, materials, etc. They are perceived as carrying a very big stick, which they uniformly deny. They have usually progressed up the ladder of their discipline, from junior to senior faculty, departmental chairperson to Dean, and with each step they seem to become less approachable (power has a way of affecting distance). Consequently, they may be the loneliest persons on campus, yet show it the least. Unless they teach a token course (a rarity after the fourth year in office), they seldom see students outside crisis situations. Quite literally they may have no one to talk to. Old colleagues are still teaching or in pure research, other Deans (their new peers) are in alien disciplines and competing for a larger cut of the financial pie on behalf of their colleges.

25.

Many times matters too delicate for committees, too explosive for students, too incriminating for the administration to see, lie on their desks. If they seem preoccupied and unapproachable it is because we assign those characteristics to them. My experience is that the opposite is true. Frequently they will welcome marginal or quasi-related person as a sounding board, a human being with a concern for "learning", who stands beyond categories and outside vested interests. Often, Deans who favor and advocate innovation are held back by more rigid faculty who are threatened by change. When this is the case, they may welcome outside assistance and collaboration with other colleges.

Departmental Chairpersons

A mixed bag. They are fairly powerful regarding the all important recommendation for tenure. Most are under considerable pressure from the faculty to uphold the status of their discipline, maintain requirements and traditions regarding students, and increase the budget. This makes reform or innovation between disciplines or departments very difficult. It is important to understand the personal and working relationship between the Department Chairperson and his/her Dean. A number of methods of selecting them may be used, and it is interesting to note how some faculty campaign for the position while others avoid it. The personal and professional investment a person has in this position can tell you a great deal about the chance for a new idea or innovation to surface, be heard or tried.

Faculty

By professional preparation and job description, faculty may be termed "elitest". Most are so immersed in their own discipline, research and professional associations that they have little interest in new modes of teaching or in the way their courses complement others in the University. There seems to be a mind set that regards each college as a little university rather than a part of the larger institution. They are parochial to a fault. They have a capacity for endless squabbling among themselves, yet can coalesce around a tabled motion and form the most unholy alliances against the administration and student body. (It often seems that their primary locomotion is fear and their chief source of exercise is running scared!)

They tend to be politically and administratively naive, but like buffalo formed into a circle to face the wolf pack, can defend themselves against all comers with the dual prongs of "academic freedom" and "tenure". They are a cross section of human traits, some are creative, some unimaginative, some flexible, some rigid. They are frequently the source of inspiration and their knowledge is absolutely essential to the design, testing, and success of innovation.

The above generalizations are only that. You be the judge as to whether they are the rule or the exception. Every institution, which is a total of its many parts, has an identifiable set of characteristics that are as distinct and unique as a set of fingerprints. Getting a clear set of prints is the problem. Our situation in the case of C/AHED was to be no different.

26.

The Solution (Part b) Once a great deal of pertinent information had been assembled we looked for a way to make it useable. Specifically we needed an appraisal as to which administrative personnel/University offices had a reputation or history of endorsing and facilitating new programs.

In pursuit of answers in that area, I asked the assistance of friends from within the University community. They were thoughtful, knew the University well, represented the administration, student services and faculty. From that group came an idea, and then an instrument that was to be called a Power-Influence Sociogram (P-IS).

Our process was as follows:

Stage 1. We drew up an organizational chart using the names but not titles of individuals. This was used as a point of departure for our study.

Stage 2. We redrew it to reflect, not the publicly stated horizontal and vertical lines of responsibility and authority, but the lines of power-influence as we perceived them to be operating at that time. For example, the title of Vice President did not confer power-influence equally among the Vice Presidents. Likewise, there was a vast range among the Assistant Provosts even though they appeared on the organizational chart to hold the same status. Our new chart did not resemble that which was prepared for the public. To see it brought together from the bits and pieces of individual perceptions and recalled history, presented us with a surprising and very enlightening picture.

Stage 3. We then set about classifying individuals, in a very general and impressionistic way, on their receptivity and support of educational change or program innovation. This was done by using a plus (+), minus (-), unknown (o) designation. (We did not have a rating on every person, in some instances where they stood was simply unknown.)

Stage 4. With this done, we used felt-tipped pens to circle in red the names of those persons who had a predominate negative or minus (-) rating. With those potential blocks identified we traced an innovation signified by a blue line from the bottom of the chart to the top. The line circled around (by-passed) negatively (-) rated individuals, ran through positively (+) rated individuals with a solid line and through unknown (o) individuals with a dotted line. When completed we had a reasonably accurate and up-dated color diagram of the actual workings of the University regarding educational change or program innovation.

This process has been used in one form or another at the outset of every major new program or project. It has been remarkably accurate, primarily because it depends on information from persons who are part of the life of the institution. Obviously, such a tool does not guarantee the success of any innovative program. The need for such a program, the institutional climate, and the way in which it is conceptualized, designed, and administered are the primary determinants of viability But without a base from which to begin to understand a complex organism like a university, without a rudimentary understanding of who makes decisions and on what basis, the chances for success are greatly diminished.

The Solution (Part c) Stimulated by new insights, the group explored other ways of gathering and looking at information. One of the phenomenon that the P-IS vertical scale highlighted was the disparity between Deans of colleges. One might think that a Dean is a Dean is a Dean. Not so.

What criteria, we asked, could account for such differentiation? The following factors were identified as determinants of the rank ordering of the seventeen Deans of the University. These factors are not listed in order of importance.

1. The length of time in the position. (Implies greater working knowledge of the system, favors granted, etc.)
2. The growth of the college during the Dean's term in office. Based primarily on a) increased budget, b) size of faculty and pay scale, c) expansion of graduate program, d) undergraduate enrollment, and e) credit hours generated.
3. The size of the budget in relation to other colleges.
4. The research dollars from private and federal grants that the college brings into the University.
5. The discipline of the college, its prestige in academic circles/"worth" or standing in society. (Medicine is very high at this time due to the need for qualitative health care delivery.)
6. The discipline of the Dean, his/her professional standing.
7. Outstanding honors or recognitions s/he has received, i.e., appointment to a government fact-finding commission.
8. The perceived intellectual acumen of the Dean. Is s/he a "heavy weight" (perceptive, articulate, decisive) or a "light weight" in terms of thought processes?
9. The Dean's socio-economic status as measured particularly by friends, salary, property.
10. The personal relationship to the University President.
11. Friendship or influence with state legislators or lobbyists.

These were answered where possible for each Dean. There was no attempt to go beyond the group and find "answers" or solicit opinions. We relied on those who had been in the University community for many years and in some instances had moved from faculty to administrative positions. A rank ordering of "most influential" to "least influential" was then established. It correlated perfectly with the ranking of the Deans on the P-IS. This new diagram was reviewed by an administrator in the group who, in the course of a discussion said, "Any university is just one big barn yard, I didn't say Animal Farm", he added, "We have a pecking order that's as sure-fire as any you'll find anyplace." And so was born the "Dean's Pecking-Order", a title, if not of scholastic distinction, colloquial and aptly descriptive.

The implications for planning and action that came from these two non-scientific tools were immediately apparent. From the Power-Influence Sociogram we had a blueprint for approach-avoidance strategies in presenting the C/AHED idea. From the Dean's Pecking Order we had a sense of where strength and influence lay among the Deans, a priority listing for the time when sponsors might be needed, for we now believed we could predict who would follow whose lead. These two, constructed with concern for the idea at hand and with a sense of genuine caring for the persons and structures of "our" institution, provided the base from which we were now to move ahead.

2. Paving The Way

What does one do when chocked full of political and institutional insights and experiential awareness of the discontent among many students for the traditional modes and methods of their education? How does one juxtapose these factors with ones professional calling to be creatively engaged on behalf of both the students and the University?

The Need   To get process help. To abandon the Lone Ranger model. To articulate with as much clarity as possible the issue, in order to test its substance and validity in dialogue with many thoughtful critics. To solicit their feedback and recommendations.

The Solution   After a number of alternatives were considered it was decided to contact a large and diverse group of faculty and staff from within the University. The criteria for their selection was carefully worked out. These persons were:

To be knowledgeable in a variety of disciplines, programs or services.

To constitute a cross-section of units active in, or known to be interested in, non-traditional education.

To provide political know-how and hopefully have some influence with major funding units.

To represent the broadest possible base of support for any interpretive function that might be necessary to the University community.

Some of these individuals were approached on the basis of personal acquaintance, having been previously involved in UMHE programming. Others were highly recommended by faculty or staff as being essential spokespersons in a particular area. A few were self-selected, volunteering their time once they became aware of the issue through the ivy connection. None were part of the group that had done the forementioned institutional research.

When approached in person and engaged at some length, all were enthusiastic about becoming involved in the analysis, and as it developed, possible creation of some new instrumentality that would seek to address the issue of non-traditional education at MSU.

The final composition of the group, known officially as the Center Consultants was:

Two Deans (representing College of Social Science and University College)

Three Associate Deans (Colleges of Education, Communication Arts and Human Medicine)

Four Directors or Assistant Directors (Justin Morrill College, Field Study Office; Honors College; Continuing Education Services; and Volunteer Programs)

Four Program Coordinators (Office of Overseas Study, Residence Hall Programs, and two units of the University Counseling Center)

The Center Consultants never met as a group, but chose rather to advise and respond to specific issues at my invitation. The influence and contribution of such a group of respected persons who were seen by the wider community as an "Advisory Board" cannot be overestimated.

At the end of approximately two months of formal consultations, informal conversations, and consideration of position papers and proposals, the Center Consultants and UMHE staff moved to concur on specific recommendations for the future.

30.

3. Proving Need

No complex public institution, burdened by economic problems; held under the gun of "accountability"; pre-occupied by credit hours generated, unionization, tenure and cost-of-living increases; fragmented by disciplines, colleges, departments, and believing in and practicing primarily a lecture mode of education based on a rigidly defined student-teacher dichotomy, can be expected to welcome any new and potentially disruptive program that is avowedly non-traditional -- particularly when that program is administered by a "religious" institution that refutes some of the Universities values, methods and practices.

I recognized from past experience that an appeal on the grounds of a humanistic educational philosophy, or the need for the development of well-rounded mature adults, would be received with characteristic pipe smoke and polite silence. What counts as we soon learned is data: quantifiable, analyzable, reliable; scientifically selected, correlated, calibrated, coded, and corroborated by experts. "Hard evidence" I believe it is called. A line from Pablo Neruda, Chilean poet, comes to mind. He said,

> "I never understood the 'hard line',
> except as something, to erase."

The Need A feasibility study was to be the first task. To collect data that would substantiate or refute the hypothesis that students were in need of, and would utilize, out-of-classroom, off-campus learning opportunities and that such resources were in fact available to meet that need.

Two tasks were undertaken simultaneously:

1. A survey of students to assess their interests, and to obtain specific information pertaining to their future plans.
2. A search of the literature to identify organizations and institutions utilizing/seeking student placements, and contacting them to solicit written responses to particular questions and issues.

The Solution (Part a) The On-Campus Survey

It was decided in consultation with the Coordinator, Residence Hall Programs, (also a Center Consultant) that the sampling of one residence hall of 1,200 students with a population representative of the total University in terms of class, major, and sex would be adequate. The Coordinator was asked to select the hall and make contact with the resident staff on my behalf.

31.

The cooperation of the hall advisory staff was outstanding. It has been our experience over the years that such graduate students who are usually enrolled at a Master's level in student personnel, counseling, or psychology are the first to see and support new programs that have a direct bearing on student development. Incidently, they are also some of the best people on campus to consult with regarding political considerations, who the day-to-day decision makers are, and where road blocks are apt to be encountered in the design and implementation of new programs.

A mechanism was set up by the hall staff for mail box distribution with a cover letter written by the staff. Questionnaire return was to be voluntary, but with a personal follow-up by a student assigned to each floor. A copy of the one page questionnaire follows Developmental Step 3.

General response gave a clear indication that approximately 10% of those sampled either desired or were planning, to leave school for one term (10 weeks) or longer to experience other learning modes. That figure multiplied by the undergraduate population indicated that during the next two years approximately 3,500 students would fall in the "stop-out" category. This was admittedly a guesstimate. A precise projection was impossible due to unforeseen personal circumstances, changes in academic major, transfers, etc., but the numerical weight of the projection proved to be impressive to a University heavily dependent on a stable student enrollment.

Some specific responses proved interesting. Twice as many women as men desired off-campus opportunities. Students were equally divided in their preference for Voluntary Service, Educational Opportunity in the U.S. or Overseas, Travel, and Short-term Pre-career Employment. Most students wanted an alternative experience for the following year. Fall term was the most frequently mentioned, followed by Summer, Winter and Spring in that order. To our surprise, as many students anticipated a full year out as did those planning for one term. The major stumbling blocks to giving serious consideration to opting for such alternatives were, in order: lack of funds, anticipated marriage, parents' objections, unsettled personal plans. Some alluded to a boyfriend or girlfriend who "wouldn't exactly go for the idea". Less than 1% mentioned problems of academic credit, interruption of a degree program, or loss of a scholarship.

The Solution (Part b) Off-Campus Research

Meanwhile we proceeded to ferret out the names and addresses of receiving organizations. Of all the problems faced with the C/AHED project, this proved to be the most difficult and frustrating.

32.

Our process was very simple. A student and I read practically every "straight" and underground publication, newspaper, and resource book in print. In the end, we not only had the names of organizations which were most commonly known (i.e. religious denominations, Cross-Roads Africa, CROP, the Smithsonian Institute, etc.) but a list of over 1,000 diverse organizations located around the world. Because these organizations comprised a vast range of styles and appearances, we appealed to them for information and cooperation in a variety of ways. In retrospect, I believe one tactic accounted for an extraordinary return of over 80%. This is what we did.

Each letter of inquiry contained an introduction, explaining our purpose and requesting answers to the following questions:

> If you have an overseas operation, are American college level students eligible?
>
> What are your age, education and expense requirements?
>
> In what capacity would students serve?
>
> When and for what period of time?
>
> What costs are there to the student?
>
> Is there any reimbursement from your organization, i.e. travel or living allowances, etc.?
>
> What are your procedures and due dates for applying?
>
> May we have a sample application form?
>
> If there are any subscription materials available, or if affiliation or membership is required, we would appreciate receiving such information as well.

Since a respondent from Vocations for Social Change is apt to be very dissimilar from the Assistant Secretary General of the World Council of Churches, we differentiated our correspondence in a number of ways. For example, we used plain versus letterhead stationery; one mimeographed, the other typed on bonded paper; one with "Good Friends", the other "Dear Sir"; one signed "Peace" or "Thanks", the other "Sincerely yours". In all, four different "form" letters were developed.

The Conclusion The data on both fronts, on and off-campus, was compiled and presented to the Center Consultants for review and evaluation.

4. Goals and Recommendations

UMHE staff in collaboration with members of the Center Consultants group and the UMHE Board of Directors, prepared a statement based on the research done and the feeling of need which had been expressed by faculty and students. It read as follows:

> IT IS RECOMMENDED THAT A THREE-YEAR EXPERIMENTAL PROGRAM BE INITIATED TO PROVIDE THE OPPORTUNITY FOR STUDENTS AND FACULTY AT MSU TO EXPLORE RESOURCES ON NON-FORMAL EDUCATIONAL ALTERNATIVES.

Five goal statements were formulated which were to give internal strength and direction to our effort. The goals set forth were:

1. To Seek to legitimate for the greater society the plurality of meaningful life experience, and to affirm the reality of education as a lifelong process.
2. To assist University students in the process of exploring values and goals related to the qualitative involvement of self in alternatives in/to higher education.
3. To sensitize the University to the educational needs of students, and to assist it in moving to meet such needs in constructive and futuristically-oriented ways.
4. To explore ways in which the campus ministry might become more proficient in the area of alternative educational counseling and services. To devise practical means of sharing the C/AHED Project.
5. To inform the University and the Church as to ways in which these goals and realities of alternative education can be implemented and how new cooperative directions in higher education can be realized.

With the decision made and general goals set forth, a new educational model was conceived and a hybird organization, still without form or name, was beginning to stir.

5. "Who Art Thou And By What Name Art Thou Known?"

A hundred questions crowded the early days of our deliberation after the initial decision to invest in this new venture. But some issues were seen as more pressing than others.

The Need It was necessary to develop a distinct identity with a recognizable handle, a name. The possibilities and potential problems were many. A title sounding too formal and students would not associate it with a non-traditional student-oriented program. Too catchy and the University would question its purpose and appropriateness. Too long and it would be hard to remember, too short and it might not be descriptive enough. Certain words seemed important to incorporate: "Center", designating the kind of place, had a good association because of the local Crisis Intervention Center, etc.; "Alternatives", an "in" word and generally connoting something better than the existing; "Education", what we were all about.

A major debate arose about the perceptions some had as to our being an alternative "in" or "to" higher education. My opinion was that we were both, depending on the position and need of the student being served. Students who were involved stated flatly a preference for alternatives "to" higher education. The Administration was just as adamant on the term "in", explaining the program would be in jeopardy from the outset if it appeared to be pulling students away from, or out of, the institution.

The Solution A compromise. We officially became the Center for Alternatives In and/or To Higher Education. A slash (/) replaced the "and/or". That still left us with an unwieldly and lengthly name. Ingenuity prevailed and by exercising some license with abbreviations, we managed to reduce it to C/AHED, which was quickly perceived as "see-ahead". It was then only a matter of time until catchy rhymes such as:

Think ahead,
Plan ahead
with C/AHED

came into existence and we were popularly on our way.

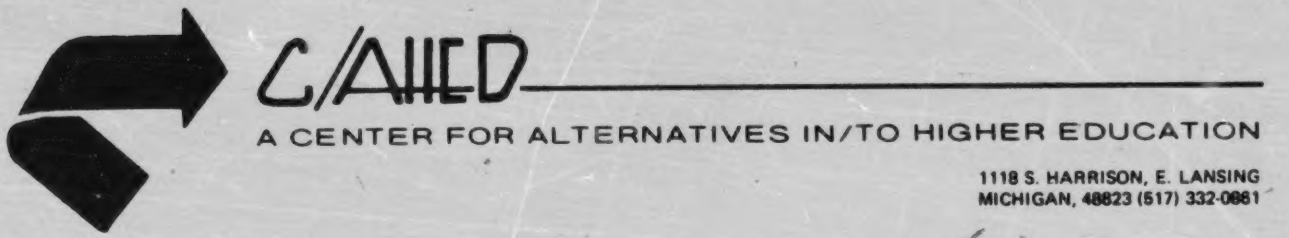
6. The Symbols of Legitimacy

The Need With the name selection behind us, it became necessary to:

1. Select an administrative officer
2. Publically recognize the Center Consultants
3. Decide on the design format of the organizational letterhead

The Solution I was asked to serve as Director of C/AHED. (A somewhat forgone conclusion since no other personnel or resources beyond UMHE's were immediately available.)

A logo in the form of an arrow reversing itself was chosen, it's implication for seeking new directions apparent, we hoped. It became standard for letterhead and posters. The Center Consultants were listed in the margin of the letterhead with their titles and positions.



C/AHED

A CENTER FOR ALTERNATIVES IN/TO HIGHER EDUCATION

1118 S. HARRISON, E. LANSING
MICHIGAN, 48823 (517) 332-0861

One important reality I learned was that few things so instantly legitimate or give credibility to an organization like the use of a tasteful, 2-color, off-set printed (not mimeographed) stationery, with the names of prominent supporters inobtrusively listed to one side. That phenomena of the power of print continues to astound me, but I no longer doubt its value. In our society seeing truly is believing.

A procedural aside. Up to this point the concerns of the Consultants, ad hoc student advisors, and UMHE staff had been in proving need and laying a solid foundation in anticipation of gaining approval of the University administration. Meanwhile within UMHE structures, the Board of Directors had been monitoring our activity through monthly progress reports. When it was decided by the Consultants to operationalize C/AHED, a request was put before the UMHE Board to assign staff to the project. This they did, thus signaling their commitment and assigning a high priority to the issue of alternative non-traditional education. They also agreed to provide the initial office space and seed monies for the first year of operation if needed.

36.

7. Political Realities Revisited

As noted and discussed at some length in Developmental Step 1 on "How To Do A University", one of the most crucial judgements that must be made in the advancement or development of an idea is the one related to understanding and dealing with persons who hold positions within the central administration of the University. To reiterate, a number of factors are important.

> What is their receptivity quotient to new programs/ innovations?
>
> How dependent are they upon supporting documentation/ colleague support/external pressures/persuasion for making judgements?
>
> What is their initial style of decision-making: deliberate or immediate, skeptical or positive, delegated or by committee concensus?
>
> Do they elicit trust from, and have the confidence of, their peers?
>
> Are they in fact the real decision-makers, or does such power lie elsewhere?

We had attempted in Developmental Step 1 to gather basic data about the University. Now, however, came the time to face such specific questions as: At what stage do you surface the issue? When do you ask for a hard "yes" or "no"? On what terms and with what anticipation trade-offs? These were the critical questions of the moment.

The Need To present to the Provost's Office the purpose, plan and projection for C/AHED. This was done after the Center Consultants were selected, and the Goal Statements prepared.

The Solution The Assistant Provost for Undergraduate Education was consulted and received a full explanation of the proposed project. In that conference no requests were made for funding or official University recognition, but a statement of support and endorsement was requested. Such was given. It carried with it tacit approval that would allow funded units to enter the program on their own volition. It was a safe but satisfactory first step.

What carried the day was not the strength or value of the idea alone, for many fine ventures have floundered and been lost in a sea of red tape. It was, I suspect, the open and aggressive support of a significant and influencial cross-section of the academic community. Certainly without them it would have been thumbs down on a University program directed in part by, and housed in, a non-university organization. The halo effect was certainly operative. With the go ahead given a most important step now awaited our attention.

8. From Paper Plans to Program Realities

The Need To constitute the working membership of C/AHED. To draw together a coalition of existing units committed to the concept of providing qualitative alternative educational resources for their students.

The Strategy In a doctoral study[1] done at MSU just prior to C/AHED's inception, it was learned that thirty-five academic units claimed to make provision for, or actively encouraged, students to take advantage of off-campus learning opportunities. The actual facts proved to be grossly misleading. Our investigation showed that few units, beyond those providing/requiring a pre-professional placement (education, nursing, etc.) and the residential colleges, did in fact have mechanisms operative. Furthermore, the percentage of students knowing of opportunities, much less utilizing them, was very small.

Our efforts then went into identifying those units where commitment and/or demonstrated efforts were observable. As a guideline for this process there was agreement to:

Start small

Build carefully with few units

Expand only as student need dictated

Remain flexible and open to redirection and change

Be as personal and non-bureaucratic as possible as a way of evidencing an alternative style or organization

These informal policy statements, in part, dictated the composition of the initial organizers.

The Solution In keeping with the desire for a broad base, three organizational levels were approached.

1. Student Services Units
   Primarily concerned with student growth and development through planned activities and environments. Included were:
    - The M.S.U. Volunteer Program (local, short-term placements for over 3,000 students)
    - The Residence Hall Programs Office. One hall (dormitory of 1,200 students) was designated as the pilot for the entire system
    - UMHE and the Episcopal Campus Ministry

2. Support Service Units
Primarily concerned with individual counseling and group work for social-emotional health. Included were:

    - The Occupational Vocational Library of the Counseling Center

    - The Fee Hall Counseling and Growth Center

3. Academic Units
Primarily concerned with general education and the development of stated competencies and evaluated learning experiences. Included were:

    - Justin Morrill College, a pioneer living-learning complex with an emphasis on field-study experience. Enrollment of approximately 900

    - University College, the non-preference, freshman and sophomore general education college. Enrollment of approximately 6,000

These eight units comprised the first membership of C/AHED.

With no more than a general agreement on goals and projections for C/AHED, this unusual coupling of student services and academic units was faced with designing a program that could be agreed upon by all.

I remember the feeling of apprehension when it dawned on me what a strange mix we had, and how years of semi-isolation, and the development of a specialized jargon had created a certain distance, enforced an aloofness, even disdain for the importance of the other's work.

9. The Search for Common Goals and Diversified Strengths

The Need The immediate problem was to construct an organizational entity that could develop policy and priorities, assign leadership, delegate responsibility and devise strategies to implement the program.

The Solution It was agreed to constitute a Policy and Evaluation Group to oversee the Center and all related operations. The group was to be composed of nine members, one elected by each sponsoring unit with one additional student from the designated residence hall. They were an exceptional group of people, highly motivated, and above all practitioners in the art of common sense. Some were receiving their first exposure to new program development. Others like John Duley, Director of Field Studies at Justin Morrill College, was one of the founders of the Society for Field Experience Education and a leader in the development of non-traditional education. It was from the weekly meetings of probing and pooling of insights and possibilities that the first working model was developed.

10. "How Long Oh Lord, How Long?"

The Need The first task was to agree on the duration of the program. A number of factors came into play immediately.

1. No unit could, at that time, be sure of administrative commitment or financial support a year in advance.
2. The members of the Policy and Evaluation Group were serving on an over-load basis without released time or additional compensation. Understandably they had reservations about a long-range personal commitment of that kind.
3. All concurred that it would be possible to assess the success or viability of the program within a two-year period.
4. The usual tenure for a UMHE staff project was two to three years.

The Solution A decision was made to operate on a three-year plan. The following project goals and administrative time-table was adopted.

Phase I

FIRST YEAR

September, 1972 - December, 1972

* Constitute Advisory Body (Center Consultants)
* Select Administrative Director
* Collect basic data on available educational alternatives
* Survey student need for alternatives
* Obtain UMHE and University approval and cooperation
* Select sponsoring units
* Decide on duration of the program

January, 1973 - June, 1973

* Establish information resource center(s)
* Select and train staff in value clarification and use of resources
* Design cataloging, filing and retrieval systems
* Provide interpretation and promotion to the University community
* Evaluate all facets of the operation
* Make recommendations for change

Phase II

SECOND YEAR

September, 1973 - June, 1974

* Institute changes as recommended at conclusion of Phase I
* Expand number of University sponsors if desirable
* Seek direct University funding
* Develop a feedback system for re-entry participants
* Expand data bank of receiving organizations
* Intensify University education and interpretation
* Develop new tools/support services to aid the student in the selection process

- Explore transfer of Center and functions to University
- Seek foundation funds for publication of Center evaluation
- Collect data from all participating students
- Terminate Center functioning June 1

Phase III THIRD YEAR

September, 1974 - June, 1975

- Conduct a review and evaluation of all aspects of the operation
- Publish in book form a project history, evaluation, and compilation of Center resources
- Relocate Center in the University; serve as a liason as needed
- Conclude program, June 30, 1975

11. Place:Space :: Model:Function

The Need With information on alternatives soon to be processed and available, two questions needed answering.

How can students most effectively gain access to the resources?

Where are the resources to be geographically located?

Considerable time was spent in exploring various conceptual models of resource dissemination. As we carefully analyzed the implications in terms of accessibility, staffing, student perceptions, communication patterns, and financing we saw three possibilities open to us.

Option 1. UMHE Center could house the off-campus resource center, handling all functions.

Option 2. The resource center could be housed on-campus, preferably in the Student Services Building.

Option 3. Multiple resource centers could be created, housed on- and off-campus.

42.

The Solution It was decided to implement Option 3 for the remainder of the academic year. The model looked like this:

On-Campus Satellite Centers were to be located in the offices of four of the eight sponsoring units.

Rationale: To be convenient contact points in familiar geographic locations.

Staffing: By employees of those units already familiar with/known by students, and familiar with sponsoring unit policies and requirements.

Function: Intake procedures: record basic information, clarify and interpret C/AHED concept and resources, conduct value clarification sessions with students, and if appropriate, refer students to the Main Center.

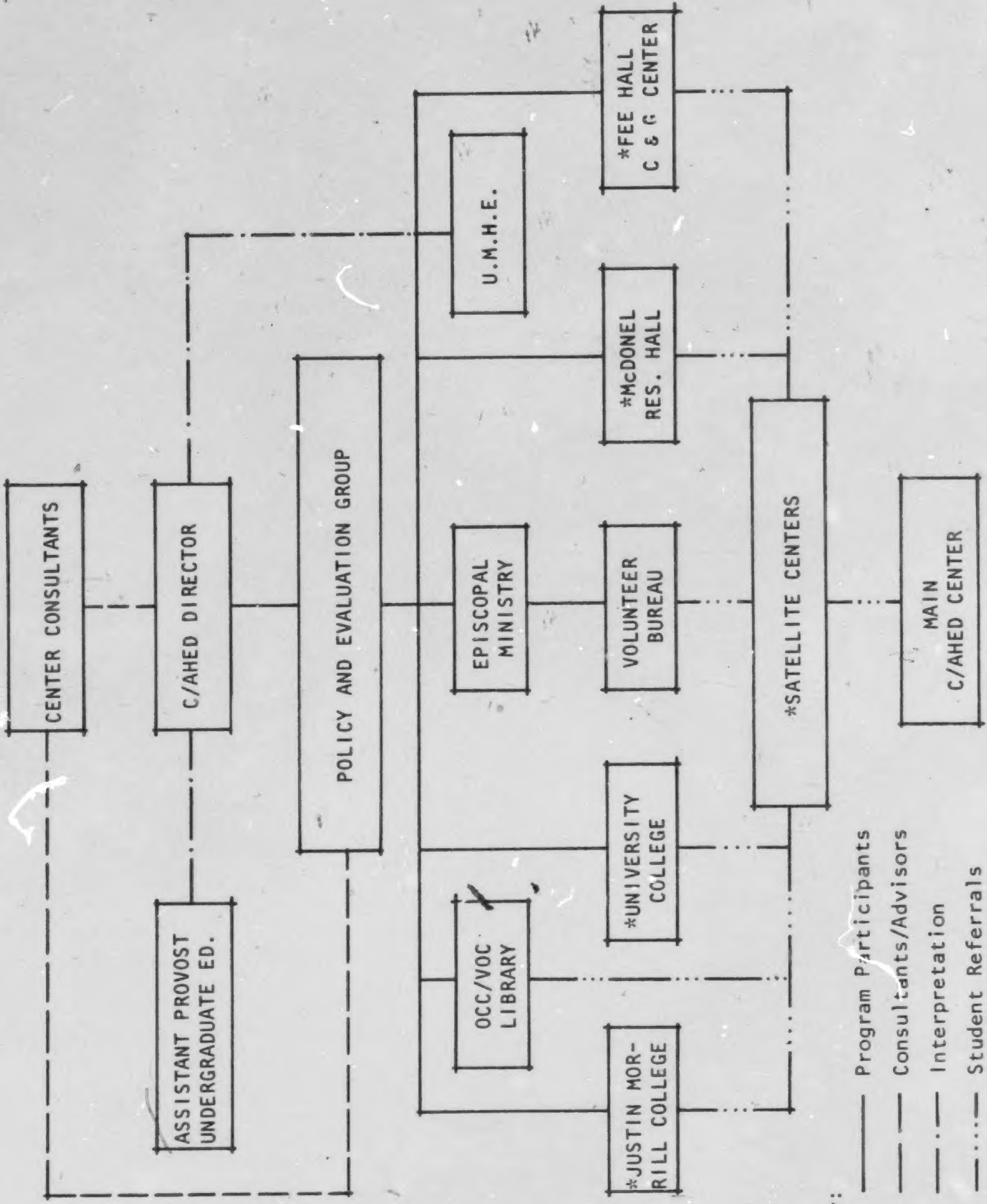
Off-Campus Main Center located at UMHE, adjacent to campus.

Rationale: Since the initial screening would be handled at the Satellite Centers, only those students needing the specific resources available at C/AHED would be referred. It was felt that students would be more receptive to an off-campus Center due to the many positive associations with off-campus, non-University resources. It was suggested that the travel required (up to four miles) would provide some evidence as to how serious the students were about obtaining information.

Staffing: The C/AHED Director (full-time), and Assistant Director employed by UMHE (1/2 time, graduate student), one undergraduate assigned by Justin Morrill College as liason to their Field Study Office (1/4 time), one work-study student provided by Residence Hall Programs (1/4 time), and two undergraduate volunteers (1/4 time each).

Function: To process students referred by the Satellite Centers; i.e., to explain the filing system, narrow down or expand horizons and expectations, give support and information, provide mechanisms for follow up, alert students to new resources, and refer to other University units for information.

In order to clarify our lines of responsibility, accountability, and communication, the chart on the following page was adopted.


CENTER CONSULTANTS
C/AHED DIRECTOR
ASSISTANT PROVOST UNDERGRADUATE ED.
POLICY AND EVALUATION GROUP
U.M.H.E.
EPISCOPAL MINISTRY
OCC/VOC LIBRARY
*FEE HALL C & G CENTER
*McDONEL RES. HALL
VOLUNTEER BUREAU
*UNIVERSITY COLLEGE
*JUSTIN MORRILL COLLEGE
*SATELLITE CENTERS
MAIN C/AHED CENTER
Key:
Program Participants
Consultants/Advisors
Interpretation
Student Referrals

We had developed a grand scheme, complex but apparently workable. It was to involve the training of over 50 persons, the opening of five centers, the development of many tools, techniques, and systems for delivering information and informing the University community of C/AHED's existence.

On paper it looked good. Responsibilities had been equitably divided, resources shared, with each unit offering what it could. However, my major concerns were two. 1) Could we feel and work as a cohesive unit when we were so split in location and responsibility? 2) Could the rag-tag Main Center staff, composed as it was of undergraduates and graduate students, part-time and full-time, volunteers/practicum students/paid employees, coalesce around an untried program and bring it to a professional level comparable to those of other long-established units? We were to have answers to those questions much sooner than I realized.

In some aspects, we were to be very successful, at other points we were to miss the mark. But the balloon had been launched, and as we rode it into the new year we had experiences not anticipated, saw the academic landscape as it can only be seen from above/outside, and more than once jettisoned paraphernalia once stowed with care and though essential. It was to be an invaluable test run for the year ahead, for when we touched down in June and took stock, we were to make major changes and chart a whole new voyage.

12. Staff Training:
The Value of Values Clarification

Two major emphases were stressed and deserve some mention here. These emphases the twin foci of values clarification training and in-service staff training which gave continuity to the five units and meaning to the entire program.

1. Values Clarification Training

It was felt that each student should have the opportunity to clarify her/his own goals and aspirations. Enhanced self-knowledge of ones values or value system is desirable (some would say essential) to the informed selection of alternative learning experiences. To this end it was required that all persons, faculty and students, doing counseling or advisement, take part in our intensive values clarification workshop.

We encountered some outside criticism regarding our decision to provide values clarification training. "Certainly", one administrator said to me, "there is enough counseling available to students on this campus without duplicating services." My response was that it is true there is academic advising, tutoring, remedial services, career counseling, vocational placement, socio-emotional adjustment therapy, counseling and guidance for individuals and groups, but where in this University is there the recognition of, and provision for, ontological exploration? Where are trained practitioners dealing with the primary questions of Being and Becoming, such as "Who am I?", "Where am I going?", "Why am I here?", "What do I want to do in this life?", "How can I make it count?" Questions of life that admittedly are more general than specific, more affective than cognitive, more "mine" that "yours". It was this dimension of the learning process that we hoped to highlight, model, give opportunity for and voice to. It was the gestalt of life with which we wished to deal.

And so forty-two persons, all self-selected participants, some highly qualified counselors, others part-time academic advisors and residence hall staff met in four mini-labs on values clarification, designed and directed by six members of the University's Counseling Center and the Episcopal Campus Chaplain. We soon realized that some of the participants had never been exposed to basic group process techniques or values clarification strategies of any kind. At points the going got rough and so threatening that two older advisors chose to leave the experience. The overall evaluation was positive, but we realized that a far more in-depth effort would be necessary before adequate skills and comfort levels could be reached.

Two things emerged as being most valuable. First, the verbal give and take on the philosophy and need for educational alternatives, stimulated discussion and reflection, found us in basic agreement, and created a sense of solidarity. Individuals long alone had found a significant support group. Second, there was a candid exchange of ideas, perceptions and values among students and older adults, in itself a too rare happening in higher education. Such occasions seemed to birth a new and much needed openness and tolerance on the part of all participants.

The workshop leaders began by making some very clear distinctions between the value clarifying process, which insists that the student assume responsibility for her or his own values and behavior, and other modes of helping.[1]

For example, traditional approaches are:

Moralizing

Illustrated by: "We have the right answer, They believe us, Adopt this way and be saved/helped, healed/successful"

The Problem: Too great a variety of choices/options/ways/"isms".

Modeling

Illustrated by: "I will do right, They will do right"

The Problem: Similar to moralizing but in reverse, only one example which limits choices and options.

Laissez-Faire

Illustrated by: "Do your own thing, Give them love/money/education, They will know right from wrong intuitively"

The Problem: Too open-ended and non-reflective, actually shows lack of concern and caring.

The valuing process, on the other hand, does not limit the range of possible approaches to creative self-awareness and self-expression. Three stages are recognizable:

Choosing

Choosing from alternatives
Choosing after considering the consequences (good and bad)
Choosing freely for oneself

This is the "straight-thinking" or cognitive stage.

Prizing

Prizing our feelings and choices, cherishing the process and its product
Prizing appropriate sharing, an open expression in relation to others

This is the affective stage.

Acting

Acting on choices - "doing it"
Acting with a consistent plan and follow-through
Showing a repetition of values in action, integration of values into life

This is the congruent phase.

In this valuing process some guideline statements were set forth for the participants to utilize in their advising/counseling.

1. Help the student uncover, discover, and examine her/his alternative; remain open and never be judgmental or close options.

2. Assist in helping to weigh the consequences of each alternative.

3. Encourage free-choice in the choosing; examine external constraints, and patterns of decision-making.

4. Help clarify what the student prizes and cherishes.

5. Provide opportunity for publically affirming the individual's choices.

6. Encourage continual congruence between stated values and actual behavior.

It is not practical to reproduce here the materials that were developed in the workshop; they can be found in various forms now in books, manuals, and games. Higher education is virtually awash in values clarification materials. At the time of the workshops, however, we distilled certain clarifying questions that seemed to have particular relevance. Since then we have found that they often elicit insightful responses, stimulating thoughts and feelings. They depend for their value on the skill of the advisor and the quality of the interaction with the advisee. The excellent book Working Loose[2] should be credited with some of them, but the best list will be drawn from personal trial and error. For us, these seemed to be effective:

GENERAL

What is the most important thing in your life at the moment? Why?

What are your priorities? What do you care about? Why?

What are you hung up on? (Lack of experience, parents or girl/boy friend expectations, etc.)

How do other people fit into your life, your plans for yourself?

What experiences have told you about your needs?

What are your greatest strengths?

What about yourself is really cool?

What's the most satisfying educational/service/work experience you've ever had? What elements made it so? How did you behave/perform in it?

What would you like to do more than anything else? Why?

To what degree are you together enough, motivated enough, to take charge, be self-directed, risk yourself?

What ways would you like to change in the future? How do you intend to go about it?

48.

SPECIFIC

How do you feel about living alone, with one other person, in a family, in a large group?

How do you relate to young children, high school kids, adults, older persons?

What physical environments do you find most comfortable? What can't you stand?

What cultures do you know or feel at home in? What languages do you speak?

What travel experience (domestic, foreign) have you had? How was it? What did you learn about your preference and needs?

What special skills and abilities do you have? Elaborate.

What additional things do you want to learn to do well? (Gain competence in.) What can you do to learn these things?

FANTASY EXERCISE

Imagine that you have just walked into a big hall, gymnasium or other familiar place. Around you are small groups of people standing together. Which group would you feel most comfortable walking up to, interacting with, which least comfortable? Why?

In terms of age:	Pre-school kids (kindergarten), elementary, high school, college, young adults, middle age, older people?
In terms of race:	Blacks, Chicanos, American Indian, Oriental, Europeans, South Americans?
In terms of background:	Rural, small town, suburbs, university?
In terms of economics:	The very poor, low income persons, middle class, the wealthy?
In terms of religion:	Roman Catholics, Protestants, Jews, Oriental religions, Humanists.
In terms of geography:	In the U.S.: deep South, Appalachia, East coast, Midwest, West coast, Southwest? How about weather preferences?

2. In-Service Training

Each of the forty-three advisors were expected to schedule time in the Main Center in order to become familiar with the resources by role playing a student being "processed". (An uncomfortable term for me that smacks of packaging. It is used descriptively here and was not operationalized as you shall see.) The process proved to be very important. Because of it, satellite advisors became involved advocates in a way that reassured reluctant students. These advisors became the first line of support, the students' first contact with C/AHED, and effectively determined whether a student would drop out of the process or become active in it.

REFERENCES

1. The following materials were provided for the workshop by staff of the MSU Counseling Center.

2. Working Loose. San Francisco: American Friends Service Committee, 1971.

13. The Resources: Categorizing, Coding and Filing

The Need (Part a) As mail began to pour in from all over the world from our initial inquiry of organizations, we resorted to the age old file-it-in-the-cardboard-box ploy. One month and six large boxes later, we came to grips with out problem. Our avoidance had been unintentional for at the time Signe, the Assistant Director, and I were the only staff, and we were swamped with organizing tasks which ranged from the proverbial ridiculous to the sublime.

Daily the mail brought surprises: a free 60 x 30 color poster of a red lobster from a travel agent in Denmark, 200 catalogues from a small experimental high school in Switzerland, a bundle of application blanks not accompanied by any interpretive material and without the name of the organization to be found on them anywhere, requests for information on C/AHED from people and organizations still unknown to us, "please post" and "return this handy post-card" posters by the score, letters of reply in French, German, Italian, and Spanish and one in a language that not even the University language center could translate. It was an exciting time and mail call with its twenty or more letters and packages per day carried with it an air of anticipation and intrigue. To silence the ever-growing number of stamp collectors who just happened to be dropping by, we decided to use the envelopes with all their variety of color, size and postage as a border for the walls around the ceiling. As our overseas resources grew and the envelopes encircled the room, they carried a very rich and exciting message that added considerably to the atmosphere.

The Solution An adequate filing system which involved the following components:

1. Equipment

Before deciding on the categories needed for filing materials, we were faced with what to file them in. (Paper boxes were no longer an option.) We decided to order four, two-drawer, standard black file cabinets. We reasoned that since students were not to have access to the materials without staff present to assist, there was no need for locks on the drawers. (Black was chosen for we wanted the color in the room to come from posters, pillows, furniture, displays, etc.)

We also felt that materials removed from a file and taken to a table for reading were more apt to be lost or replaced out of sequence in the drawers, so we opted for two-drawer files spaced around the center with comfortable chairs available to each. (Three and four-drawer files may save space, but make standing necessary and encourage rapid browsing rather than careful reading.) We also considered putting all materials in ringed notebooks, but pages tear out easily and their use is restricted to one person per book, while two people could easily work from opposite sides of one file drawer. Suspended folders were ordered for storing information in the drawers.

2. Information Categories

Now we were ready to tackle the problem of arranging resource information by category. We decided on two levels of specificity. The first level to be general and more easily understood by students. Staff and student consultants agreed on the use of four very broad categories.

Voluntary Social Service
(Self-as-instrument concept, basically a service-to-others)

Educational Opportunities
(Structured learning experience for gaining specific competences, basically a service-to-self)

Employment Information
(Career related, compensation expected)

Travel Information
(World-wide resources, information and organizations)

These four seemed sufficiently self-explanatory. We also found that information coming into the Center fit easily into these four general categories. The second level of categorization was the determination of sub-categories in order to identify speciality areas.

Voluntary Social Serivce was subdivided into:

Private Organizations (eg. Cross Roads Africa)
Religious Organizations (eg. American Friends Service Committee)
Government Agencies (eg. ACTION)

51.

Educational Opportunities included:

- Home-stay and Exchange Programs (eg. Experiment In International Living)
- Seminars and Workshops (vast variety of short and long-term programs)
- Work-Study/Intern/Apprenticeships (eg. Washington Center for Learning Opportunities)
- Non-Traditional Colleges and Universities (eg. Franconia, Campus Free College)
- Institutes and Centers in Higher Education (eg. non-degree credit programs, Habitat, SEA)
- Teaching Opportunities (eg. Teacher Corps)
- Human Resource Organizations and Services (eg. Esalen, National Training Laboratory)
- Free School Movement (eg. directories, Teacher Drop-out Center)

Employment Information incorporated:

- Student (Short-term, pre-career related work experience)
- Professional/Post Grad (Full-time, technical or specialty skills, often emigration required)

By and large the categories proved to be workable, although some words were misleading, or loaded, and would not be used if we were devising a new system. For example, "Voluntary" has a different connotation that "Volunteer", the latter is preferable. The use of "Private, Religious, and Government" designations proved to be largely arbitrary, although some students seemed to feel more comfortable with presumed philosophy or political stance of one over another.

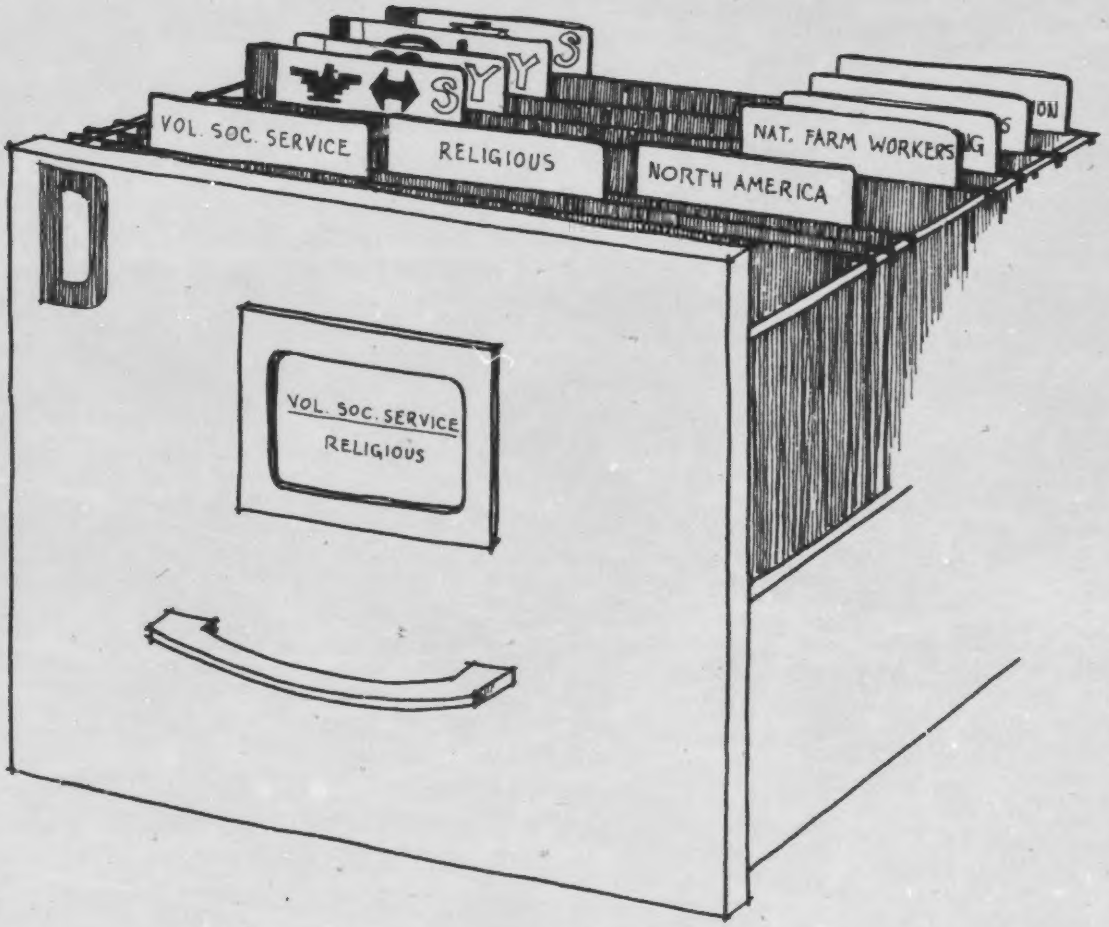
An observation: Religious organizations seem not only to have a longer and more stable history of service in most cases, but appear to operate more efficiently and with greater care in placing students according to ability and need. Contrary to general student assumptions, a declared religious affiliation or belief statement is seldom required. The track record of the established private organizations is also excellent, although they tend to screen students a bit tighter and their programs may involve more expense for the participant. Government agencies, true to form, seem to respond less quickly to requests for information, are more impersonal and appear to give less direction to field placement. However, when it comes to government agency sponsored internships the opposite is generally true.

We would never use the term "Employment" again. That flashed dollar signs, and we were constantly forced to explain that we were not an employment agency, that our listings were pre-career experiences with low pay scales. Likewise, we had to clarify that we were not a travel bureau, and that for information on costs, flight schedules, etc. a commercial travel agent should be contacted. The information we did carry, by country, included over-land travel, student travel networks, nationalized travel agencies and hosteling.

52.

3. Organizing and Filing

To place materials in the file in an easily comprehendable and consistent system required the following arrangement. We placed a large white letter decal on each drawer. Thus the first filing cabinet which held "Voluntary Social Services" contained drawer A and B. These drawers contained information of "Private Organizations", filed in folders in alphabetical order by continent, i.e., Africa, Asia, through North America. It appeared like this to the student:


VOL. SOC. SERVICE
RELIGIOUS
NORTH AMERICA
NAT. FARM WORKERS
D
VOL. SOC. SERVICE
RELIGIOUS

Note: Tabs shown in the drawing contained color inserts. Green tabs on the left designated the category; gold tabs in the middle designated the continent; and light yellow tabs on the right designated the organization. These same positions and colors were kept throughout the system in order to minimize any reorientation needed in moving between files and other systems that were to be developed during the second year.

In time we found it necessary to increase the number of drawers containing information on each category. Consequently we used numbers in conjunction with letters; i.e., A1, A2, A3. A printed explanation of the filing system was given to students at the time of their orientation to the Center. This information, as all C/AHED materials prepared for public consumption, was printed in brown ink on gold paper. It proved to make us easily identifiable, gave a "softer" reading and was a departure from institutional (bureaucratic) black on white.

4. Coding the Information

The categories we had so carefully selected proved to be still too general. We found that out in the only way that counts. One evening we invited twenty undergraduates to the office to test our system. Cokes and chips were on the house. As it turned out, that group became a vital part of refining the filing system still further and tempering our assumptions about student use and need. After an explanation of the categories, we asked for their questions and reactions.

> "What if I wanted to find an organization offering opportunities for health care delivery in Appalachia?" One asked, "Would I have to go through every folder in the North America section?"
>
> I conceded that she would!
>
> "I don't need to make a lot of money this summer, but I've got to break even. Is there anyway to find out which organizations give room and board?"
>
> Signe looked at me and winced. "I guess you would have to find that out by reading each folder," she said. The students looked at all the files and groaned.
>
> "I've got fall term free, can you tell me which workshops are offered then?"

The message had come through all too clearly. It was a moment of discouragement, for it was apparent that while we had come a long way, we had much further to go. I knew that the two of us could answer most of their questions based on our knowledge, after all we had opened and personally read every piece of information now filed in the Center. But what would new staff do? What about the time when the files doubled or even tripled? It was easy to foresee when the volume would grow beyond human recall. "Computerize it," someone suggested. That was beyond our budget. The only thing to do was design a new filing system, one that would build on what we had, and that would be capable of answering the three major questions the students were asking.

"What is it?"

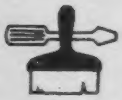
"What's it cost?"

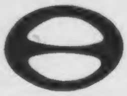
"When's it offered?"

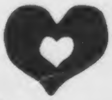
Right then and there, we threw the ball back to the students. What followed was problem solving at its best; what emerged from the process was a visual coding system that utilized colors, symbols, and letters in the following way.

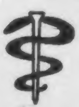
Question: "What is it?"

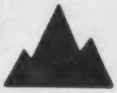
Fifteen distinct student interest areas were identified. Staff then designed a symbol for each. One symbol, a capitol "G" was used to designate an organization focusing on more than two interest areas. The other areas and their symbols were:

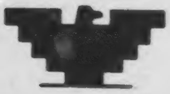

WORK-CAMPS

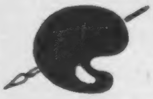

CONSERVATION/
RECREATION

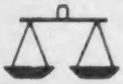

SOCIAL WORK/
YOUTH WORK

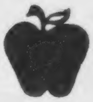

MEDICAL/
PARA-MEDICAL

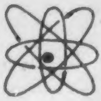

APPALACHIA

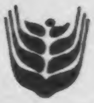

CHICANO

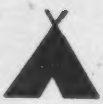

THE ARTS

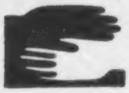

LAW/
THE COURTS

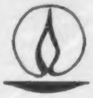

EDUCATION/
TEACHING

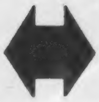

SCIENCE


AGRICULTURE


NATIVE
AMERICAN


INTENTIONAL
COMMUNITY


POST-GRADUATE
EDUCATION


COMMUNITY
DEVELOPMENT

Obviously they were broad in scope and ignored areas we later wished we had had the foresight to include. One omission was particularly significant, that of, "Black organizations."

Question: "What's it cost?"

Three colors were chosen and assigned to the three general financial conditions present in most field placement situations.

Red:	Participant pays all costs including travel.
Yellow:	Participant is provided living expense/room and board.
Green:	Participant receives financial aid (salary, per diem, scholarship)

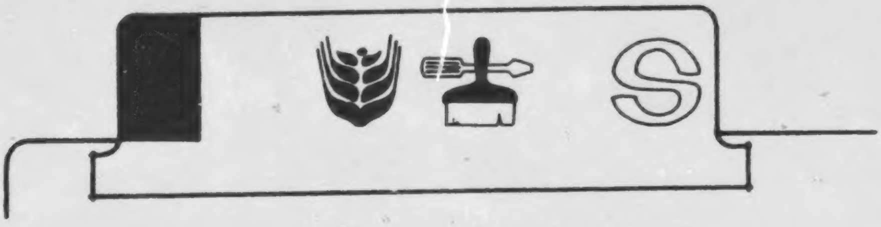
This triad soon became associated with a common Stop, Caution, Go usage -- by and large a useful analogy.

Question: "When's it offered?"

Again, three general designations were chosen. Since receiving organizations seldom think in semesters, terms, or modules, we had to arrive at a common denominator into which all time units could fall. We agreed on:

S for Summer (June-August)
Y for the usual academic year (September-May)
SY for a full twelve month calendar year.

The issue of how to put these three together came in a brainstorming session. The symbols and letters were printed on adhesive backed paper and colored plastic tab inserts were purchased. Both symbols and letters were cut to the width of a clear plastic folder tab. The relevant information was then extracted from the material in each organization's folder, and the appropriate symbol and color affixed to a plain card and inserted into the tab. The tab was then placed on the top of the hanging folder opposite the tab of the name of that organization. A typed tab would appear like this:



Translation: Participant pays (red), for an experience in agricultural (wheat) work-camp (tools) which is offered during the summer months (S). A full explanation of the system was then printed on the back of the previously noted general interest sheet, so that sutdents would have their own copy for reference while using the files.

56.

1 C/AHED major categories of information

VOLUNTARY SOCIAL SERVICE

A PRIVATE ORGANIZATIONS

B PRIVATE ORGANIZATIONS

C RELIGIOUS ORGANIZATIONS

D RELIGIOUS ORGANIZATIONS

E GOVERNMENT AGENCIES
ORGANIZATIONS for VOLUNTEERISM

EDUCATIONAL OPPORTUNITIES

F HOME-STAY & EXCHANGE PROGRAMS

G SEMINARS & WORKSHOPS

H WORK-STUDY
INTERN/APPRENTICESHIPS

I NON-TRADITIONAL COLLEGES & UNIVERSITIES

J NON-TRADITIONAL COLLEGES & UNIVERSITIES
INSTITUTES & CENTERS IN HIGHER ED.

K TEACHING OPPORTUNITIES

L FREE SCHOOL MOVEMENT
HUMAN RESOURCE ORGANIZATIONS/
SERVICES/PUBLICATIONS

EMPLOYMENT INFORMATION

M STUDENT, PART-TIME

N PROFESSIONAL, FULL-TIME

TRAVEL INFORMATION

O TRAVEL - EUROPE

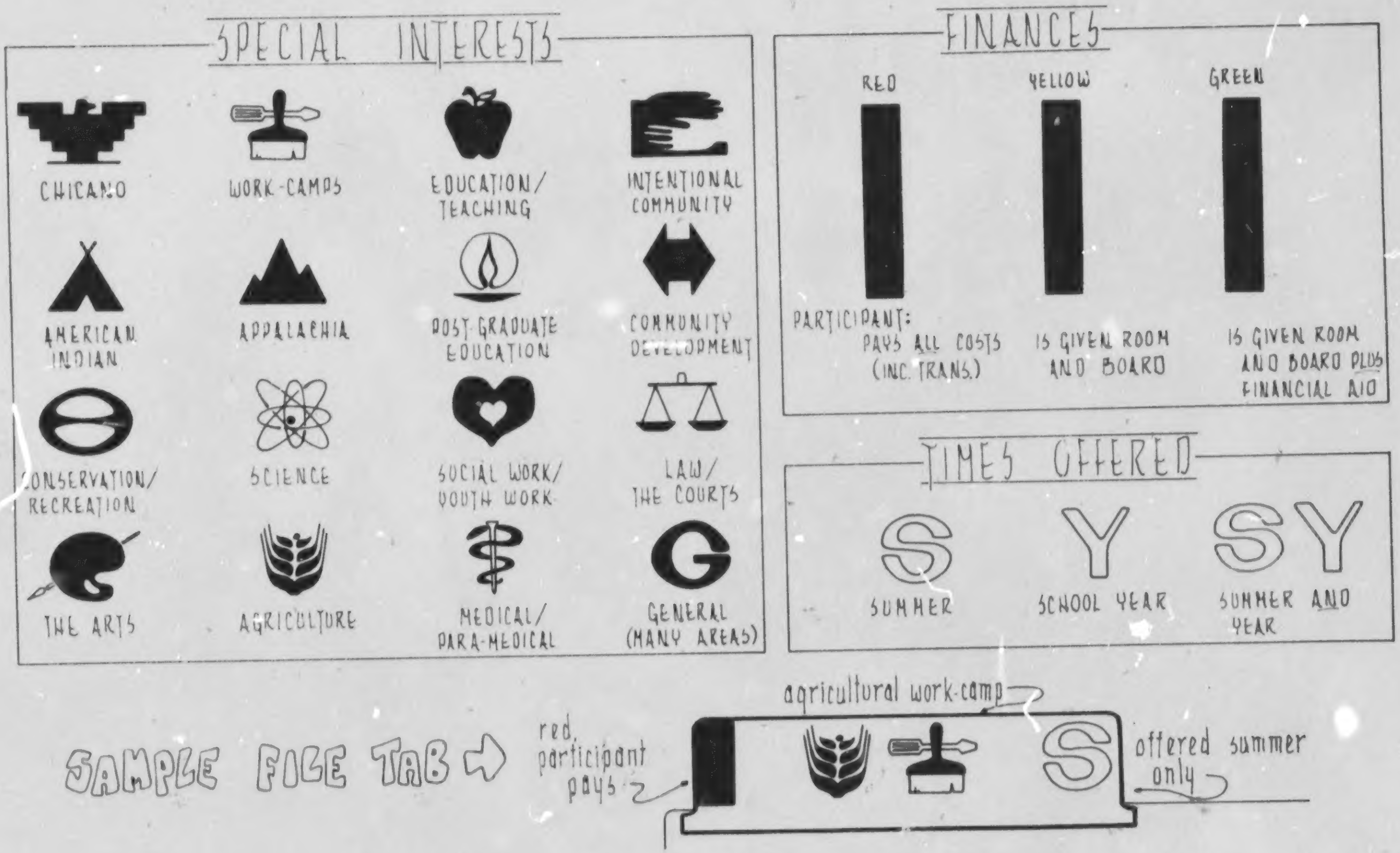
P TRAVEL - AFRICA, ASIA, MIDDLE EAST,
LATIN AMERICA & NORTH AMERICA

OVER

5T.

58.

2 C/AHED General areas of interest



SPECIAL INTERESTS

- CHICANO
- WORK-CAMPS
- EDUCATION/ TEACHING
- INTENTIONAL COMMUNITY
- AMERICAN INDIAN
- APPALACHIA
- POST-GRADUATE EDUCATION
- COMMUNITY DEVELOPMENT
- CONSERVATION/ RECREATION
- SCIENCE
- SOCIAL WORK/ YOUTH WORK
- LAW/ THE COURTS
- THE ARTS
- AGRICULTURE
- MEDICAL/ PARA-MEDICAL
- GENERAL (MANY AREAS)

FINANCES

PARTICIPANT:

RED	YELLOW	GREEN
PAYS ALL COSTS (INC. TRANS.)	IS GIVEN ROOM AND BOARD	IS GIVEN ROOM AND BOARD PLUS FINANCIAL AID

TIMES OFFERED

S	Y	SY
SUMMER	SCHOOL YEAR	SUMMER AND YEAR

SAMPLE FILE TAB ⇨

red, participant pays
agricultural work-camp
S
offered summer only

The system was to be a great success and worth the hundreds of hours given by that initial group of students, who had made such an investment in the process that they insisted on being part of the finished product. That meant forming a typing pool, researching the information, cutting, sticking, and filing. Their contribution was to be but the first of many made by involved students, individually and in small groups. It was truly a program conceived because of them, created for them, designed with them, and staffed by them.

What happened in actual use went far beyond a way of rapid visual retrieval of information. We discovered that the visuals were in themselves stimulating. Students seemed to be shocked at the kaliedescope of color they found at the opening of a drawer, while symbols brought to mind images and associations. It was immediately apparent that students were excited while in the files and the length of time they stayed with the research effort more than doubled. It was a library with a difference, but the files and their materials were only one part of the resources the Center had to offer.

The Need (Part b) How could advisors at the Satellite Centers keep informed about new organizations/opportunities that were being received and filed at the Main Center? How could students at the Satellite Centers be exposed, in a general way, to the variety of alternatives; how could a specific student needing only an address of an organization get it without coming to the Main Center? How could the Main Center staff keep track of new organizations without a central filing system?

The Solution We answered all the above questions by preparing a master set of cards. They were kept in a 5 x 7 desk top metal box. These were then duplicated and placed in each of the four Satellite Centers. The cards contained the following information:

C/AHED

DRAWER:
CATEGORY:
SUB-CAT.:

DATE:

NAME / ADDRESS OF ORGANIZATION:

NAME / POSITION OF CONTACT PERSON:

DESCRIPTION OF PROGRAM:

Each time a new organization was received and filed, five cards were made up. One was retained by the Main Center. The file was an exact replica of the file drawers with tabs, symbols and colors. They were a check against loss and misplaced folders. The cards sent to the Satellite Centers also had the appropriate symbols and color markings. Card deliveries were made each week to a designated person who filed them according to the instructions at the top of the card (see previous illustration). In this way, Satellite personnel could monitor additions and students could browse and gain some general impressions of the range of opportunities. Satellite Centers were also provided with posters, free literature, and packets of information on specific programs.

The Need (Part c) We were concerned about how to make available printed materials other than those located in the file drawers. As a point of interest -- our budget for the initial purchase of office equipment and printed materials was limited to $1,200. We found that by careful selection, thus avoiding information duplication, we could accumulate an adequate library for that cost. Consulting with others in the field as to their most valuable resources, we built, over the next two years an inventory of seventy-seven books, guides, and directories; forty-seven books concerned with non-traditional education; thirty memberships/ subscriptions to a variety of related groups, collectives, free school networks, clearinghouses and Yellow Pages organizations. (Most of the publications mentioned above are included in the resource section of each subject category in Part II of this book. Those found most valuable by staff and students are noted.)

The Solution In order to make these printed materials available, we followed the convenience theory again. Books and magazines were kept in low book cases in the immediate vicinity of the files containing the same category of interest; i.e., Voluntary Social Service. The arrangement minimized unnecessary cross-room traffic. General materials were placed in free standing, swivel racks positioned in the corners of the room or in double-sided, pegboard, paperback book stands which served as excellent room dividers between interest areas. Equipment was picked up at the local salvage yard at very reasonable prices, and discards were obtained from campus bookstores.

It should be mentioned that none of the materials in the Center could be checked out. Students were encouraged to stay as long as they liked and many read for hours at a time. Since floor seating was (and still is) in style, we provided large foam cushions scattered around the room. They proved to be very popular and utilitarian with students who were looking through the lower file drawers. They also provided small focal points for interaction, with information about an exciting new-found opportunity being shared among "strangers".

For those needing more room to spread out a number of pieces of information, a large table was provided in the center of the room. Still, we discouraged the removal of the file folders from the drawers and asked students to remove only the piece of literature they were reading. Without that policy and subtle policing by staff, we found materials became helplessly mixed or lost, requiring a major reorganization effort at the end of each day. As was, we feared that there would be major rip-offs. Much easier, we thought, to pick-up a $5.95 Overseas Travel Guide than buy one. We were wrong. In the two years, only one book was taken. In fact, a number that were carried out by mistake were returned.

As would be expected, pads of paper and pencils were devoured by the hundreds, compliments of the Center. One hassle came with coats. It seems that Michigan-winter type coats fill up chairs faster than people do. A hall coat rack was provided, but periodically some staff member would round-up and stagger into the hall under furs, CPO's and parkas. The same nuisance was encountered with school books, knapsacks and packages. Not only did they consume needed floor and table space, but could become easily mixed up and carried out with loose Center information. Yet these inconveniences and fears dissipated, for it was clear almost from the start that students were not exploitive. It was their program and provided needed resources not available any where else. They reciprocated with being protective of it, and by caring for it.

But I am getting ahead of myself. With materials filed and shelved, staff trained and standing by, we were ready for a publicity blitz that would notify the students of our existence.

14. The Trials and Errors of Becoming Known

The Need   We set out to systematically make contact and ask support of campus media. Some of these contacts and a few of the lessons we learned are noted here.

The Solution (Part a)   Student Radio and News Media

1. The campus radio station ran short 20 second "spots" during the peak listening/study hours of mid-afternoon and late evening.

2. The State News, (free daily with a wide distribution, and seen, if not read, by most students), gave us a good feature coverage with pictures. The Center ran periodic paid ads using a reduced version of the classroom poster, and twice a week placed announcements in the free "What's Happening" column. The examples in the ad were changed each time it was run. A sample would be:

    > Center for Alternatives into Higher Education worldwide pre-career and services opportunities. New listings for summer and fall term in Appalachia, Chicano and American Indian health and community development projects, African work camps and oceanography. Also midwifery, wilderness programs, art and education workshops, apprenticeships and independent study.

3. Other newspapers or house organs such as the Medical School student paper, Honors Colleges Bulletin, etc., ran articles.

61.

4. The University's Department of Information Services put out a major news release which began:

> East Lansing, Michigan --- Watch out professors, students are invading that once sacred ground of sabbaticals!
>
> "Just as the sabbatical leave is good for faculty, a similar kind of experience is also good for students because, when they return, they bring a new dynamism into the classroom and usually have an increased motivation to learn," so says the Director of C/AHED, a new worldwide repository ...

A personal note: If at all possible this kind of rhetoric should be avoided at the outset of a new program. It seems that some administrators are very touchy about sabbaticals now, and some faculty do not look with favor on "a new dynamism" in the classroom!

The Solution (Part b) Publicity to Faculty and Staff

It was felt that if faculty could understand the concept and purposes of C/AHED, they would support the program and be a major referral source for the Satellite Centers.

1. With composition help from the former Dean of the College of Communication Arts, a one-page memo was sent through campus mail to all faculty believed to be interested in alternative/experiental/non-traditional learning. In the communique, which was printed on letterhead, faculty were encouraged to contact the Center for further information or assistance.

We waited for some sign of interest, support or opposition. None came! Repeatedly over the next year, even with articles in the newspaper, posters in classrooms, students excited and talking, faculty members would claim never to have heard the name C/AHED. (Can one conclude that mail is not read and students are not listened to, or is it the same complaint that faculty hear from students at exam time when a theory was not given, or a fact not heard?) At all levels it remained a matter of missed communication. With few exceptions, over the duration of the program, faculty came not near, nor brought to bear influence of any kind.

2. A feature story and picture appeared in the MSU [Faculty] News Bulletin and likewise illicited no response.

The Solution (Part c) Printed Interpretive Materials for Students

1. Residence Halls

   a. The following one-page blurb was delivered in quantity to every Head Resident Advisor, who in turn gave them to the Resident Assistants in each hall. It was a straight-forward explanation.

C/AHED

A CENTER FOR ALTERNATIVES IN/TO HIGHER EDUCATION AT MICHIGAN STATE UNIVERSITY

C/AHED ("see-ahead") exists for the purpose of helping people get in touch with themselves and the world through real and tangible experience.

Many people today are feeling
locked in/put off/dissatisfied/unchallenged
by the realities and expectations of
family/school/lifestyle/job/career
and are ready to intentionally evaluate and explore
old commitments/new values/others/alternatives
in order to achieve creative and meaningful
relationships/lifelong education/work/leisure.

C/AHED is a collective of MSU and off-campus units that seek to provide resources for those who are serious about alternative educational experience for a summer, a term or two, a year or longer, in:

Voluntary Social Services - working with people of all ages, nationalities and needs; workcampus, home stays and exchange programs;

Educational Alternatives - international seminars and workshops, work-study and apprenticeships, non-traditional colleges and institutions, teaching and the free school movement, human resource centers, spiritual life communities and communes;

Travel and Short-Term Employment - anywhere in the world.

C/AHED "Satellite Centers" are staffed by people who know what is available and can make short-cut referrals. For information contact the following:

JUSTIN MORRILL COLLEGE
    Field Studies Office, 129 Snyder Hall
UNIVERSITY COLLEGE
    Student Affairs Office, 170 Bessey; 109 Brody; 245 W. Fee; S-33 Wonders
COUNSELING CENTER
    Library, 207 Student Services Building
FEE HALL COUNSELING AND GROWTH CENTER
    229 West Fee Hall
McDONEL HALL
    "The Dungeon", Basement, East McDonel Hall

C/AHED "Main Center" is staffed to handle referrals only from the Satellite Centers, has master files of all available opportunities, a reading room, free literature and the "People Resource File". It is located at:

UNITED MINISTRIES IN HIGHER EDUCATION at MSU
C/AHED, 1118 S. Harrison, E.L. Phone: 332-0861
Hours: Mon, Tues, Wed, Thur, 1-4:30 pm; Tues, Wed, 7-9 pm.

PLAN AHEAD NOW - WITH C/AHED

b. The same material and process was followed with off-campus living units, co-ops and Greek houses.

c. Small posters were taped on the inside doors in john/jane stalls. (A staff idea I heartily endorsed while claiming not to know a thing about it.) Of all the poster approaches we tried, this was the most successful for two simple reasons. First, the custodians while cleaning apparently never saw them with the door swung back, so they stayed up much longer than any other printed materials. Second, students in that particular situation seemed to have ample time to ponder them. Frequently students would come into the Center and say, "You know I read every word." Ah, success, thy name is ingenuity!

What'cha Doin' This Summer?

Hungering for a new Experience?

Want to try something new?

Thinking about Traveling?

- hitchhiking through Europe?
    - how about bicycling? taking the train to Istanbul?
    - information about EURILPASS, hosteling, camping?
- climbing and camping in the Sierra's this summer?
    - taking a raft down the Colorado?

What about a REALLY fascinating job?

- patroling trails, doing wildlife studies in the U.S. Parks or Forests?
- working with American Indians; learning about them, from them?
- spending a summer with inner-city kids in a camp in New England?

HOW ABOUT EXPLORING OTHER LIVING TRIPS?

- spending a summer on a kibbutz?
- live in a Zen community in California?

Want to keep on learning? (ISN'T THAT WHAT LIFE'S ABOUT?)

- sailing on the ocean while studying marine biology?
- studying a term in a new, experimental college?
    - no grades, exams, classrooms, walls? in Norway? or California?
- studying the ecology of a redwood forest for the summer?

Many Things You Can Get CREDIT for! HERE!

There's a new Center for Alternative in/to Higher Education (C/AHED - "see-ahead") here at MSU. We've got information about over 40,000 opportunities for you to explore. A satellite center is located in 27 SNYDER HALL and 207 STUDENT SERVICES. There you can discuss your plans, dreams, ... and find out about our center. Why don't you come by? And spend a "different" summer? or quarter next year? or Life?

Real Education Ought To Touch The Whole Person-US!

65.

2. Classrooms/Buildings

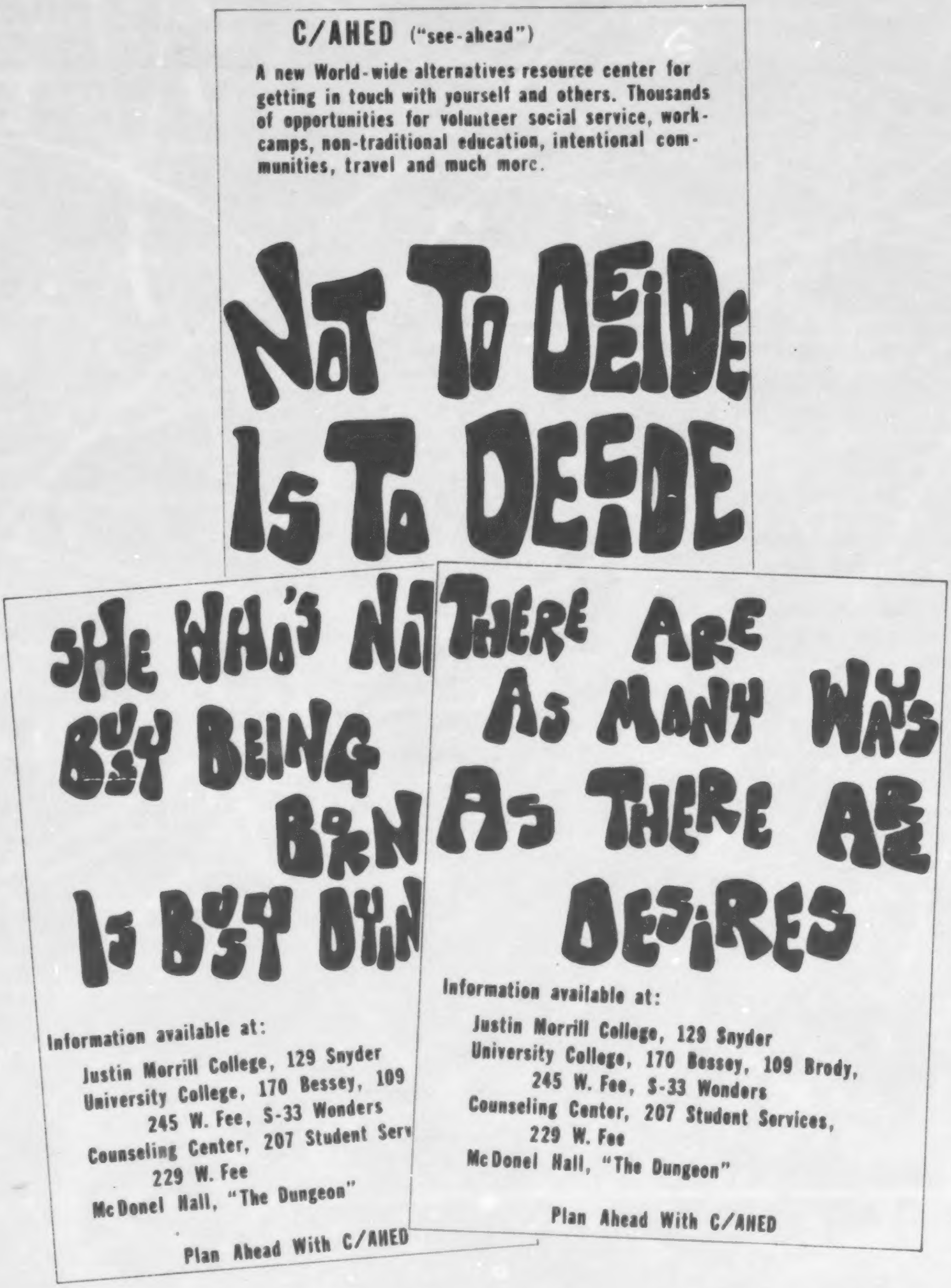
Practically every major academic building has bulletin boards and all large lecture rooms have places, usually above the front blackboards, where activities can be seen. We liked to think that our contribution had some redeeming value. Rather than use small posters which could not be read beyond the first row by any students in the next two hundred rows (the majority of whom appeared the majority of the time either to be training to be court room stenographers or were in a terminal somnambulistic condition), we went big using bold posters with large print, bright colors and provocative slogans.

These posters/sayings were very successful, for after forty-five minutes of staring above the prof's head, and contemplating the message, the temptation to go up after class and check out the small print proved irresistable. So did taking them for that matter, for they could be seen matted and mounted on room bulletin boards all over campus. In all, over 2,000 of these were put up in classroom buildings within one week.

3. Hand-Out Resource Sheets

These were developed to advertise not only C/AHED but also four other major university offices that had information on alternatives of which students were generally unaware. One side of the page gave basic who, what, where, when information, on the other a schematic map was drawn of the campus with all five locations shown. These were placed in all Centers and proved to be very helpful. With sheet in hand, the odds of a new student finding the right resources were greatly improved. (Example is found on page 68)

We had completed another task, we were one step closer to the day we had all looked forward to, the day when the first student would move through the well-oiled process -- from Satellite Center to Main Center to placement. The date of opening had been publically announced and now we waited.



C/AHED ("see-ahead")

A new World-wide alternatives resource center for getting in touch with yourself and others. Thousands of opportunities for volunteer social service, workcamps, non-traditional education, intentional communities, travel and much more.

NOT TO DECIDE
IS TO DECIDE

HE WHO'S N
BUSY BEING
BORN
IS BUSY DYIN

Information available at:

Justin Morrill College, 129 Snyder
University College, 170 Bessey, 109
245 W. Fee, S-33 Wonders
Counseling Center, 207 Student Serv
229 W. Fee
McDonel Hall, "The Dungeon"

Plan Ahead With C/AHED

THERE ARE
AS MANY WAYS
AS THERE ARE
DESIRES

Information available at:

Justin Morrill College, 129 Snyder
University College, 170 Bessey, 109 Brody,
245 W. Fee, S-33 Wonders
Counseling Center, 207 Student Services,
229 W. Fee
McDonel Hall, "The Dungeon"

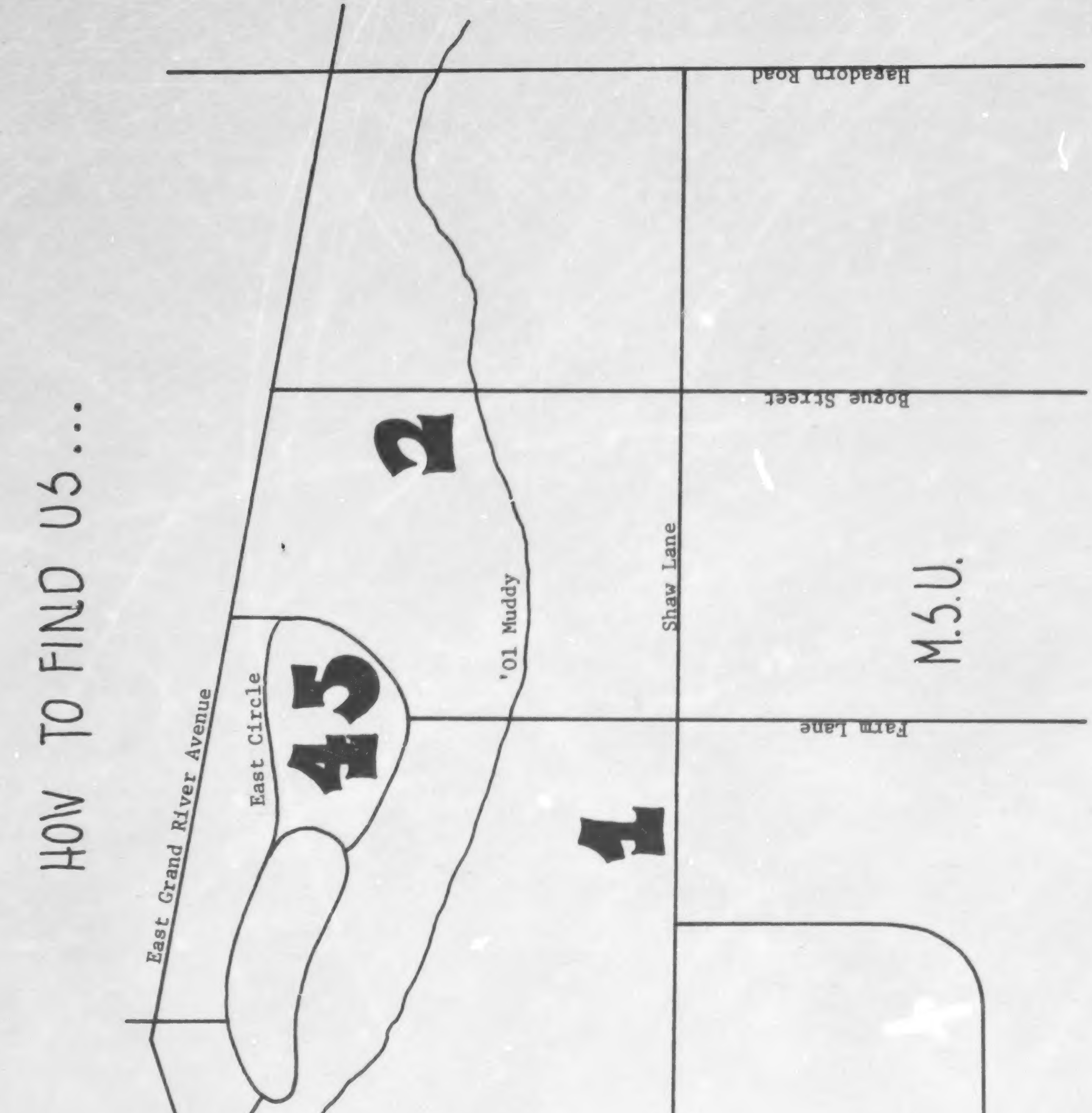
Plan Ahead With C/AHED

68.

IF YOU NEED INFORMATION ON...

	1	2	3	4	5
what	Over-seas study opportunities offered through MSU, other American universities & foreign institutions for Academic credit	Off-campus experience for academic credit in this country or abroad. Open to any MSU student	Alternatives to formal education - volunteer service projects, experimental colleges, teaching opportunities (free schools), summer work/study/travel listings U.S. & abroad	Educational/occupational counseling. Library containing graduate school & college catalogs, over 200 career files	Volunteer opportunities in the greater Lansing area in consumer service, corrections, day care, education, health, recreation, etc.
then call	355-8920	353-4346	332-0861	355-8270	353-4400
who's there	Sandy Bryson Coordinator for Overseas Study	John Duley Director for Field Studies Justin Morrill College	Don Ward Director Center for Alternatives In/To Higher Education	Camille Smith Career Info. Specialist Doris Miller Librarian, Occupational Library	John Cauley Director Volunteer Program
where is it	Room 108 International Center	Room 129 Snyder Hall	C/AHED Office 1118 S. Harrison United Ministries in Higher Education	Room 207 Student Services Bldg, Counseling Center	Room 27 Student Services Bldg, Volunteer Bureau

HOW TO FIND US...


East Grand River Avenue
East Circle
45
2
'Ol Muddy
Shaw Lane
1
M.S.U.
Hagadorn Road
Bogue Street
Farm Lane
South Harrison Road
Michigan Avenue
Trowbridge Road
3

69.

15. Coping With Reality

We were fortunate that our fondest hopes and visions of stampeding hordes of students did not come true. I will never forget it. It was an unseasonably warm, winter-bright week, but through our cloudy eyes, the students coming looked more like a trickle than a downpour. We should not have been surprised, but we were. Affirming an idea, and acting on it are quite different things. Alternatives, like the weekend, are something to talk about, but making plans and getting there requires experience. Students had come to MSU expecting certain conditions and finding them. The road had been carefully laid out and paved, from grade school through high school to college, basically only the size had changed. The style of education was the same. Even being older and more mature had not had much influence on how or what you were to learn. Always there was somebody older who knew best.

So C/AHED fell into a vacuum. What it did was to fly over a giant university with its everything, and come down in a land where all the inhabitants thought that only birds could fly. And it stood to reason, with those who know everything, not saying any different, why would anyone question whether only birds can fly.

> "What is it?", they asked.
>
> "I don't know, but I've never seen one!"
>
> "My parents never mentioned it," said one freshman, "and they didn't say anything about it during Welcome Week either," replied another.
>
> "Look," said one Honors College student, "It's not even in the catalog."
>
> "What the heck do we do with it?"

Well what they did, some of the more adventurous and discontent, was come over and see and discover for themselves. While we were doubting ourselves and our wisdom, they were going through the perfectly normal process of waiting, watching, and finally, exploring. One student then another. A roommate was told, who announced it at lunch to a suitemate, who told a friend, who mentioned it the next night at a party, and the word began to spread.

In the end it was not to be the posters or the articles, or the sometimes wordy pronouncements, important as they all were in their own time and place, but it was an enthusiasm for the possibilities of new realities that could only be communicated by word of mouth. It was the excitement of an idea whose time had come for people whose needs were about to be met.

16. The Student in Process

Up to the time that students began to move through the process, we were working with multiple perceptions of what students' needs would be, based on data from the residence hall survey, the student consultants, the work of Justin Morrill College in field study placement, and our collective experience in student work. With this we felt reasonably comfortable. Yet two unknowns had to be factored in 1) the use of untested intake instruments, and 2) the capability of staff to make appropriate responses to questions and needs. I would like to respond here to each of these unknowns within the context of an actual student encounter.

Beth was a Sophomore enrolled in University College. She had not yet declared a major, but was leaning toward psychology or education. She first heard about some kind of center for alternatives from the resident advisor on her floor. Since she was in Bessey Hall for most of her classes, she decided to stop in at the University College Satellite Center. Although she did not know it, the Academic Advisor that she was to see had been in one of C/AHED's first value clarification labs.

* * *

The Advisor had reviewed with others present that day a "Sequence for Satellite Screening Interviews". It was to provide a guide for her experience with Beth. It read:

1. Hear the presented problem or concern, clarifying what is going on in the interview. For example, "I'm thinking about dropping out of school" means what?

   "My dad died last week and mom's sick"?
   or
   "I'm flunking out, can't eat, or sleep ..."?
   or
   "I have an opportunity to go to school in England Winter Term!"?

   Clarifying the presented problem is obviously crucial if a proper response is to be given and referral made.

2. Assess the student's request, readiness and/or need for C/AHED services.

   Use the general clarifying questions.

   IF the services appear to have potential for meeting the student's needs, then:

3. Clarify your role as a C/AHED advisor.

4. Present the intent and capability of C/AHED.

   IF there is continued interest, then:

5. Assist the student in articulating, clarifying and evaluating the feasibility of an alternative or option. (See workshop materials)

IF referral to the Main Center is indicated, then:

6. Explore specific areas of interest using the symbol sheet, card file (if appropriate) and sample stimulus materials. Determine specifics of experience, skills, foreign languages, etc., recording them on the Information Profile Form. Give other appropriate materials and refer, being sure that the student is clear as to location and hours of the Main Center.

IF referral to C/AHED is not indicated, then:

7. Continue to work with the student in problem-solving, or refer to another agency or service.

The information profile form mentioned in point 6 was a printed form made available to each Satellite Center advisor and was to be filled out in the initial interview. It was, in effect, a passport to the Main Center, for it showed that the student had had an intensive session with a staff person skilled in the clarifying process.

* * *

Beth's stated interest was in knowing more about C/AHED. The advisor wisely explored the reasons for her interest. As the conversation tacked back and forth, she picked up a feeling of discontent on Beth's part, with the dilemma she was facing in choosing between a major in child psychology and elementary education. As they talked it soon became clear to Beth that underneath the pressure to choose lay an issue concerning her real interest and motivation in working with children. She had "always been good with kids", and it was obvious that parents had rewarded that behavior. Then a more basic set of questions began to emerge. "Do I want to work with children? How do I know? How can I find out?"

Beth and the advisor concurred that it would be helpful to look at ways in which she might gain structured experience with children and also explore other alternatives for education and work. The advisor recommended C/AHED as one possible resource. After a general explanation of its purpose, they filled out an Information Profile Form.

The advisor used key descriptors in the boxes after each category in order to convey at a glance major items of information. The backside allowed a more open-ended approach and gave room for detailing important data, impressions, considerations, and questions which would be of help to the Main Center staff.

C/AHED INFORMATION PROFILE

LAST NAME: ____________

The information which you list on this form will be used by the Center Staff to help you. It should be filled out and brought with you to the Main Center. There it will be put in a folder and placed on file to serve as a convenient way to up-date material on the alternatives you are investigating. The more complete the information you give, the better. Please -- only persons who have this form on file will have access to the Main Center.

DATE: ____________

INITIAL CONTACT: ____________

NAME ____________ STUDENT NO. ________ COLLEGE/DEPT. ________ CLASS ______ WHEN GRAD. ______

LOCAL ADDRESS ____________ PHONE ________ HOMETOWN ________

MAJOR INTEREST	WHAT/WITH WHOM	WHERE	WHEN/FOR HOW LONG	MONEY AVAILABLE
Voluntary Social Service				
Educational Opportunities				
Intentional Communities				
Short-Term Employment				
Travel				

When Beth arrived the next afternoon at the Center, Profile and map in hand, she found a low modern building housing the Everywomen's Center, the Center for Peace and Conflict Resolution, and C/AHED. On the door were notices of a communications workshop and the Community Food Co-op. Later she was to find her own campus options for activity and service expanded through this proximity to other programs. Following a trail of crooked red C/AHED arrows she arrived at a large carpeted room, chocked full of colorful posters (one whole wall in fact was covered from floor to ceiling), banks of filing cabinets, books, pillows and an overflow of people. Some were buried in the files, others reading or talking at a large table, just then a guy exclaimed, "Wow, I don't believe this program!" and across the room someone laughed and said, "Look's like he's found another one."

Directly before her was a desk with two chairs in front of it. As she stood there trying to handle all the stimulus of color and shape and sounds, a happy voice said, "Hi, I'm Tim, welcome to C/AHED." Tim, a graduate student, doing a practicum in Student Personnel had considerable domestic and overseas travel experience. Now into wilderness and survival you couldn't help but feel comfortable and confident with his warmth and informality. As she sat down at the desk, Beth also noticed another student-type talking with a couple at the bookrack. Later when he was ready to leave for class, Tim would introduce her to Cindy, who immediately offered to help if she had any questions. It seemed that staff would come and go that way throughout the afternoon, but always there were two persons available, and it was nice to have first names to remember.

Tim explained that he would type up a folder with her name on it. In it he would file her Information Profile. That way if she came back and he wasn't there, another staff person could review it without her needing to repeat everything all over again. He also showed her an Up-Date form. The purpose of that, he explained, was to keep track of what organizations she found, wrote to, and heard from. Each time she came she would be given the same form to up-date, and then it would be returned to the folder. "Oh incidently, nothing special or secret in the folder," he explained, "it's just the best way we know to keep information, that will be of help to you and us, from getting lost."

C/AHED UP-DATE FORM

NAME ____________________

So that we can better meet people's needs in the future by updating files, adding new material and getting feedback on what is good or bad, will you record for your folder the names of organizations you: 1) write to for information, 2) get replies from, 3) make application to, 4) are accepted by, 5) other things you get into as a result of C/AHED information.

Please do this in writing when you are at the Center, by calling in after you receive word, or by sending a post card or materials back once there. (We will record it and pass it along.)

We depend on you for feedback so stay in touch. Together we can keep a good thing going!

COMMENTS (General or specific):

1. Date____________

2. Date____________

3. Date____________

Once she and Tim had gone over the form and talked about some things she hadn't mentioned at the Satellite Center, she got the "grand tour". Tim used her own stated interests to explain the way the Center was set up, the files and how they were arranged, the books by categories, the freebies in the rack by the door with its sign that said "Help yourself and pass them on". In one corner Beth saw an open card box being looked at by a number of people. "That's the People Resource File," Tim said. He explained that it was a new idea, developed for people who had really significant alternative experiences or information on a program to file for others to see. He gave her a yellow form called "Can you help us?" and explained that the information from it was transferred to the cards and then filed by the same categories as the material in the file cabinets.

"With a school this size," he went on, "we should soon have thousands of experiences on file. It's first-hand information, a great way to check out the situation with someone who really knows. Look through it, if you see something that looks good, give the person a call. You'll see that the current address, and when they can be reached, is right there."

After that he pointed out some organizations that looked and sounded like what she was interested in. The afternoon went by -- reading, asking questions of the staff, browsing over some material Cindy brought over and wondered if Beth had seen, talking to a women who had worked in England the summer before in a day-care facility. At 4:30 with a pad full of information and a vastly expended knowledge of realistic options, Beth filled out the Up-Date Form and headed back to campus.

She was to return to find still more resources. Once she found that a staff person had called and left word that a new organization had come in, and that she might want to check it out. By March, with some suggestions from Tim, she had sent out letters of inquiry to three American and one German organization offering summer placement in residential programs for youth. Resumes were written, and in April she received word of her acceptance by two organizations. She finally decided on a position found through the Child Care Personnel Clearinghouse because it offered more opportunities for work with children of different ages, plus some administrative experience. Her last entry on the Up-Date Form read:

"I got it--Los Angeles here I come.
C/AHED I love you!"

It would be nice to believe that C/AHED was of such value to every student. The fact, of course, is that it wasn't. There were instances of students spending hours in searching and being disappointed. But there was also the senior who wrote to ten organizations and was accepted by all ten. The Beths in our first year clearly outnumbered those, who for a variety of reason, walked away, confused, empty-handed or turned-off. Yet it was those students who concerned us most, for by June we could see some subtle omissions and glaring inadequacies. It was spring, an appropriate time to clean house, to allow some fresh air to blow through our super structure. It was indeed, the Season of Evaluation.

CAN YOU HELP US?

CENTER FOR ALTERNATIVE IN/TO HIGHER EDUCATION

A

If you or your friends have been into good things or know of places, people, experiences, schools or organizations, we want to know about it. If you have had experiences that you would be willing to share with others who are looking or going, get your name in the "PEOPLE RESOURCE FILE". Folks to Folks is the best way, so C/AHED will help get it together for all those interested in similar alternatives. If you can help ... PLEASE RETURN THIS TO

C/AHED, 1118 S. Harrison, East Lansing 48823 , 332-0861

B

Name Sue Sherman

Phone 355-852

date: 1/28/74
staff: C.H.
interviews: 1

C/AHED RESOURCE INFORMATION

DEPT/COLLEGE: Sociology
NAME: SHERMANN, Sue Student No. 491421
PHONE: 355-8524 ADDRESS: 511 Wilson Hall, North
TIME REMAINING IN E.L.: 6/76
WHEN AVAILABLE: Evenings M,T,Th
ITEM REPORTED ON:
- Worked as an intern on a Sioux Indian Reservation for the Sioux Youth Development Association.
- Involved primarily with juvenile maladjustment and deliquency
- Can give impressions on the program, living conditions, community and the people

TIME PERIOD INVOLVED: Su 73
LOCATION: South Dakota
OTHER MATERIAL AVAILABLE: Worker's manual Note: See C/AHED file B, North America
OTHER CONTACT PERSONS: Jack Lane, Director SYDA (see file for address)
RECOMMENDATIONS: (over if necessary) Highly recommended
Excellent service - learning opportunity. High stress situation, must work under fairly rigid discipline.

June of 1976

C

...rnative experiences please tell us about them - a call or a card or stop in. We need feedback. We also want to know your personal reactions, reflections and recommendations.

Let us hear from you!

17. Evaluation: Problems and Promises

One year of organization and operational testing lay behind us. By October of the next academic year we would hopefully have all of the necessary changes and improvements made so that Phase II could surpass the initial program in quantity and quality. We moved quickly on a number of fronts to assess the effectiveness of the operation. Four major areas were selected:

1. The student served

2. The organization

    a. Satellite Centers
    b. Policy and Evaluation group
    c. United Ministries In Higher Education
    d. Main Center

3. University sponsorship

4. Outside funding

Evaluation: The Student

The following information was taken from the Information Profile Forms. (A much more detailed tabulation was kept by the Center with specific notations on curriculum area and major, stated interests within general categories, etc.)

A. Demographic Data

1. Totals
A total of 286 individuals utilized the resources of the Main Center during the 14 weeks of C/AHED's first year of operation. (February 5 - May 21, excepting one week of spring recess and one week of exams in March.) These same persons visited the Center on approximately 410 different occasions during that period of time.

MONTH	MON.	TUES.	WED.	THURS.	FRI.	TOTAL
Feb.	13	19	22	7	7	68
March	6	15	15	12	3	51
April	11	21	23	16	6	77
May	16	20	40	14	0	90
TOTAL	46	75	100	49	16	286

Note: Mid-week days, Wednesday, Tuesday and Thursday in descending order appear to draw the most students. Melting snows brought summer realities to bear, thus accounting in part (we were also becoming better known) for the increase in April and May.

2. Composition

Sex:	Women	163
	Men	123

Residence:	Michigan	244
	Out of State	42
	Foreign Country	0

Class:	(Not all reporting)	
	Freshman	62
	Sophomore	63
	Junior	60
	*Senior/Recent Grad	59
	**Graduate Student/Faculty	39

* Many students who had a senior standing when recorded, graduated mid-year.

** Some graduate students also held the position of Instructor and/or earned their degree mid-year and received faculty appointments.

Note: The even distribution was very surprising to us. Freshmen, projected to be the smallest group, actually were the most assertive and discontent with University life. A number of seniors indicated that they were dropping out of school. Their reasons included not wanting to work after graduation in their chosen major, and not being willing/able to afford another two years in a new major. Theirs was predominately a search for experience that would point the way toward a satisfying career/further education.

College:	(not all reporting)	
	Justin Morrill College (liberal arts)	50
	College of Social Science	37
	University College (non-preference)	25
	College of Education	17
	College of Arts and Letters	11

Note: The remainder were spread among eleven additional colleges.

B. Experience Sought:

1. Stated interest by General Category (some multiple preferences given)

Short-term - pre-career related work experience	112
Structured Educational Opportunities	100
Voluntary Social Service	91
Travel and related activity	49

2. Location Desired:

North America	103
Europe	61
Overseas (unspecified)	33
Africa	7
Latin America	6
Australia	1
Asia	0
Undecided	75

3. Time Specified:

Summer	95
Open (depending on opportunity)	53
Term(s)	38
Year	33
Undecided	60

Note: No concerted effort was made to determine how many students actually found placement in field experiences. A phone sampling identified that many students had already relocated (former roommates being the source of information).

Most of the students utilizing C/AHED in Phase I were looking or planning two terms to a year or more ahead. A longitudinal study would be required to gather accurate data on the ultimate success of field placement, and we did not have that capability. Neither did we have any hold on students or did we exercise any control by credit or grade in order to insure their reporting back. What we know in this regard is volunteered information by way of visit, friends, postcard, or letter.

C/AHED was not, and never sought to be, a supervisory placement service, an instrument for preparation, or post-experience reflection. Ours was a "brokerage" function only. In retrospect, we were pleased with the large number of students who had found their way to a new program. The fact that the Center was only in existence fourteen weeks, not available during morning hours, located off-campus, (necessitating a round-trip hike of up to four miles for some) and was opened in wintery February, spoke well for student tenacity and elegantly of the need for such a resource.

Evaluation: The Organization

A. The Satellite Centers

This evaluation was both objective and subjective, primarily the latter. On paper the rationale for such centers looked logical enough. In reality they functioned at a level below our needs. We were able to identify at year's end the following stress factors.

80.

Most of the academic advisors were highly skilled and very open to a philosophy which provided alternatives in higher education. But since the value clarification process was new to some, it was understandable that it was not adopted with consistency. There was another unrealistic expectation made on all advisors, that concerning available time. University personnel geared to certain performance standards will generally relegate other duties, not linked with a merit rating system, to a lower priority. Such was the case. As the year progressed, staff at the Main Center complained that the Information Profile Forms were not adequately prepared and in some cases, the students were handed the form to fill out themselves. (It seems that the promises of October fall on hard times by March, as the frantically accelerating academic year takes its tool in energy and motivation.)

Advisors were polled, and asked for suggestions and critism of the system. Their comments were supportive of the service, but critical of the time spent in what was for them a foreign, non-directive advising approach. Their recommendation was that the Satellite frunction be incorporated with the Main Center. Behind their objective critique, lay another dynamic, one which came as a surprise to us. The theme went something like this. Occasionally mature and highly directed students, who were not in need of value clarification, were perceptive enough to pick up personal or professional discontent in the advisor's conversation. Their showing concern, which no doubt seemed reasonable, resulted in a clarification reversal, the student becoming the clarifying agent for the advisor. Such situations usually resulted in considerable uneasiness for both parties, and inevitably fractured the advising relationship.

The two stage process that students were required to go through was judged by advisors, students, and Center staff as being a detour to many potential users. To make two, three or more stops seemed guaranteed to turn-off all but the most avid alternative-seekers. A poll of the Satellite Centers led us to believe that no more than one out of every three students seen at those centers ever reached the Main Center. A number of reasons for this can be surmised.

1. Students were dealt with properly -- screened, helped, or referred elsewhere.

2. They found information in the card files at the centers that satisfied their needs for resources. (Many may have found experiences in this way, but we had no way of knowing.)

3. Some were turned-off by the person, the process, or ...

4. Time/energy ran out after the Satellite experience, and they never made time again for continuing the process or for getting to the Main Center.

Regardless, the facts remained that there was concensus to consolidate into one center.

B. The Policy and Evaluation Group

Looking at the entire picture, the group concluded that a) the concept had proved viable, b) the primary organizing of functions had been completed, c) the time-table remained realistic, and d) the need for their continuation was at an end. As their last act they recommended that:

1. The Director remain.
2. UMHE continue to house the Center.
3. The intake and value clarification functions of the Satellite Centers be terminated and replaced by an information dissemination function.
4. The Main Center add the previous functions of the Satellite Centers to its existing operation.
5. The main staff be increased and trained to meet the new requirements; staff be salaried and work at least 1/4 time and no volunteers be used in order to insure accountability and maintain professional standards.
6. The base of support be expanded to include other colleges of the University, and that these colleges become financially involved thus permitting UMHE to phase out operational support.
7. The University be encouraged to incorporate C/AHED into an existing or newly proposed unit, so that it might be recognized as a service for all University students.
8. C/AHED seek outside funding for the final evaluation and publication of the program (Phase III).

The members of the Policy and Evaluation Group continued to give support, guidance, and direct leadership to C/AHED even after their dissolution. It is to their credit that as individuals they could give and let go, create and then move on to other interests. Their contributions were invaluable.

C. UMHE

The UMHE Board of Directors concurred in the recommendations of the Policy and Evaluation Group, agreed to the continuance of the Director's time and salary and to the use of the facilities.

D. The Main Center

It was evaluated as very successful. The staff were commended for their grasp of the materials and their handling of students. The ingenuity of the filing system was frequently mentioned and credited with much of the interest shown by students. To gather opinions of use the Centers, a random sample was polled by telephone by a graduate student staff member. The same questions were asked of each respondent. They yielded valuable impression and information, most of which was considered in the reorganizing effort. The questions related to the individual's experience with the Center(s) and the results of their search for alternatives.

The Centers

Was the Satellite Center helpful in your eventual use of the resources of C/AHED?

Do you think the Satellite Center was necessary to visit before coming to C/AHED?

How much time did you spend at the Satellite Center?

How many times have you been to the C/AHED Center?

How much time did you spend looking there?

How would you evaluate the help you received?

How would you describe the atmosphere? Did you feel comfortable?

The Results

Which organizations did you write?

What did you hear from them?

If you received application forms but did not return them, why? What factors lead to your decision not to seek the experience?

If you applied to organizations and were not accepted, what reasons were given to you? What organizations accepted your application? What organizations rejected your application?

If accepted, where are you going? When? For how long?

Do you think that you will be interested in an alternative experience later? When?

The most interesting aspect of this process came in the amount of information and affect given. Conversations lasted an average of thirty minutes, with most students exhibiting a "family" or close friendship sense of identity with C/AHED through the interviewer. Almost without exception, students mentioned making referrals and intending to return themselves.

Staff likewise evaluated the center, their own performance, and made suggestions for the future. Their recommendations, most of which were implemented, will be discussed under Phase II.

Evaluation: Sponsorship

All of the initial and founding sponsors agreed to remain related to the program. They suggested that six additional colleges and units be added. Furthermore, they recommended that the University administration officially recognize the Center as a new consortium effort of the sponsors' design. The concensus of the Deans and Directors of sponsoring units was that C/AHED was providing a qualitative service that was much needed by their students. They fully endorsed its continuation.

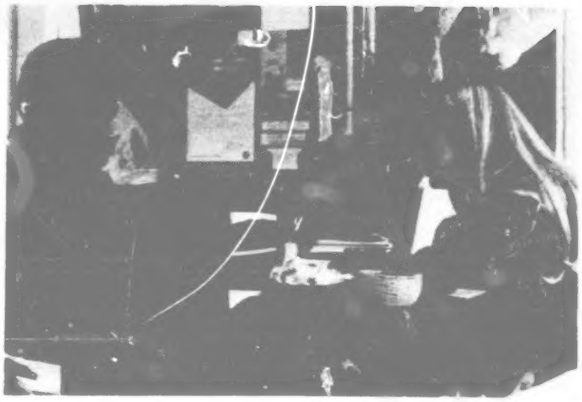
Evaluation: Funding

It was recommended that three levels of financial support be solicited in Phase II. Monies would be provided by:

1. UMHE for support of the Director and an office for C/AHED.
2. Sponsoring units for staff services and operational/promotional costs.
3. A Foundation grant for evaluation and publication in Phase III.

The Conclusion

So ended Phase I, not with a bang or a whimper, but with a hardy endorsement for new organization, enlarged Center staff, expanded sponsorship, and increased funding. What was to transpire in a few short summer months of intensive homework and proposal writing would launch us aloft once again. The coming flight would be different, for we had patched and packed this time with care, we had gained much needed skill for navigating the lofty peaks of Mt. Academia, we had learned to read the elements and the fickle signs of change. But another fact, more important yet, had taken place upon the ground. No longer did the students stand around in puzzlement as to the nature of the thing. Now they climbed aboard as crew and asked not "What?", but proudly questioned "When?" and "Where?".



We should be careful to get out of an
experience only the wisdom that is
in it ~ lest we be like the cat that sits
down on a hot stove-lid.

She will never sit down on a hot stove-lid
again ~ and that is well; but also she
will never sit down on a cold one
any more.

MARK TWAIN

86.

IV~PHASE II
NEW BEGINNINGS

This section, chronicling the agony and ecstasy of C/AHED's brief but bright existence, will deal with the second year of operation. Three major areas will be explored and elaborated upon:

1. The politics of support and funding
2. New models: the Center, staff and resources
3. The future and the role of the University

As in Phase I, Developmental Steps will set out at the point at which they occurred.

18. The Value of Applied Sociology

The mandate of the Policy and Evaluation Group was that C/AHED's sponsorship be expanded to include other colleges within the University, which were concerned with acquiring non-traditional learning opportunities for their students. Again, we were brought back to the political arena, required to make hard decisions based on soft evidence. There would be no second chances, for if we incorrectly calculated the receptivity and response of a Dean, or used the wrong strategy in our approach to a college, we would simply be left with no way to expand our base, demonstrate a wider need, and improve our delivery system. It was again a time for reflection and homework.

It suddenly strikes me that the process being described to this point sounds very mechanistic and at the same time extremely confrontational. The problem may lie in the writing, trying to condense a thousand experiences into a few pages. Somehow I wish it did not have to be this way. If we could only sit down together in the Center amid the clutter and the color, have a cup of cocoa and probe the finer points, the exciting nuances of making things happen for the benefit of students -- young adults with first names and smiles and futures. It has happened this way with countless people, some of you who are reading this now have shared that with us. I wish it could be accomplished through the reading of a book. You see, I fear that many of the best things surrounding our experience are being lost. I hope not!

The nature of the C/AHED process, or any process of change has much to do with the nature and style of the persons engaged in it. Each of us would approach it differently. There are many paths leading to the same summit. My way is an intuitor's way. I am not logical by choice, and prefer to keep things open-ended; closure bothers me. I make connections in the most unlikely places, sometimes with success, sometimes not, but it is always the personal interaction and the challenge in the process, not the finished product, that is the reward.

I have often pondered the paradox of those of us who are internally-motivated, yet who engage in externally-oriented activity, who value process yet create products, who struggle not to get caught up in structures but facilitate them, who require mobility and change yet are responsible for institutional permanence. Some would explore, some would settle-in, some create, some maintain. All presumably are about what they find most fulfilling, and as long as one function complements the other, as long as quality insists on its own way, then what we do, regardless of its scale or visibility, has meaning. I hope we are communicating here, and if we cannot do it in person, I hope it can be done through sharing experiences and insights via the printed word.

* * *

The Need The summer passed like a patch-work quilt, tiny squares of proposal writing and camping, college contacts and tranquil days of exploring artistic talents, all stitched together with Lake Michigan's magic. September saw us with a proposal ready for submission to the Provost's office. Framed in such a way, we thought, that it would be totally compatible with the administration's stated emphasis on and commitment to lifelong learning. For insurance, it was endorsed by the Deans of three colleges.

It was ably presented and quickly rejected. The grounds were something about "... maintaining the traditional separation of church and state." (None of us could remember hearing that statement evoked in some time.) A conference with the Provost provided us with another interpretation, not previously alluded to in writing. The financial situation precluded any new program being instituted for fear that the cost would have to be born by the Provost's office. Underlying that argument was a clear concern for what out-of-classroom education might mean to the established order of things. He did make it clear that we were free to solicit support and funds from colleges as we had in the past, although doubt was expressed that any additional colleges would be interested.

With the option of official recognition by the administration dead, but with the hope of future incorporation into the University still very much alive ("surely another year of successful operation will demonstrate the need beyong any question" -- we seem to be endowed with a primitive optimism), we began to implement our alternative plan for expansion.

The Solution Out, once again, came the Power-Influence Sociogram and the Dean's rating scale. Reviewed and up-dated they gave us a good profile of how to proceed in approaching those deans whom we knew to be interested or commited to experiential education. Nine additional colleges and the Continuing Education Service were targeted as potential sponsors. The Deans or Associate Deans of each unit were approached, either by me or by a prominent member of the College, in each case a Center Consultant. We invited the Deans individually to meet at C/AHED. This allowed for a direct, though brief exposure to the resources and procedures we employed, reinforced our excitement about the potential value the program would have for their students and provided a new, less formal, less intensive atmosphere in which to become acquainted. *This type of invitation always seems somewhat presumptuous to me, a bit "uppity", at the time of calling to make the appointment, but the best defense is a good offense and if one has a good program it is worth bragging about.*

We began our contacts, quite logically with those Deans who a) had the most to gain for their students or academic programs, b) were responsive to new programs due to their vision and comprehension of impending changes in higher education, c) had the respect of other Deans, and d) had support funds available. The combination of these particular factors coupled with the rank ordering done previously accounted for our success. Once the first ranked College had agreed to be a sponsor, then the other colleges, as asked, accepted the invitation to become involved. In the process, it was not uncommon to hear statements like this: "Well, if Dean _____ thinks it's a good idea, then ... ." or, "If those two colleges are planning to be a part of the program, I think we should be also."

In this fashion, six units reacted favorably. Three did not. We had predicted the refusal of two of them even before making contact. The reason was simple. Both colleges had new Deans who were just settling in, so to speak, trying to make sense out of the system, the needs, the faculty, the budget, etc. You migh ask, "What difference does that make?" In our experience, we have observed that characteristically a new administrator will not climb a tree to get a better view of the future, much less go out on a limb that has not been tested for strength and support. No, time is spent on the ground, reading the signs, getting a good lay of the land, and setting up camp. We were disappointed but understanding of the situation.

The refusal by the other college surprised and disappointed us. It was the old, "my-gang-is-tougher-than-your-gang" story. Only this time it wasn't funny. Paraphrasing the argument against inclusion, "If they (one of the colleges) are in this program, and knowing what kind of standards they have for their students in the field, it can't be worth a damn." (The last phrase is a quote.) Their position was locked in and although we had vocal support from faculty and students in the college, old prejudices and misinformation ruled. We went away, no wiser, but certainly sadder that such a condition could exist in an intellectual and presumably enlightened community. (I can't resist the barnyard homilies, "Let sleeping dogs lie" and, "You can lead a horse to water but ...".)

An so we were to begin the academic year, thirteen units strong. They were:

Academic Sponsors:

- College of Communication Arts
- College of Human Medicine
- College of Social Science
- College of Urban Development
- Continuing Education Service
- Honors College
- Justin Morrill College
- University College

Vice President For Student Affairs Sponsors:

- Counseling Center
- Residence Hall Programs
- Volunteer Bureau

Community Sponsors:

- Episcopal Ministry at MSU
- United Ministries In Higher Education at MSU

This was the largest interdisciplinary, inter-agency sponsored program to exist within the University since 1969, when the year-long Colloquy on Sexuality, also following this same general model of development, and facilitated jointly by UMHE and the University brought together eighteen sponsors.

90.

19. Fund Raising or "Pride Falleth Before You Go"

The Need   Money. We had determined during the summer that C/AHED would need a nine month operating budget for Phase II of $5,000.00. That would pay for six part-time staff persons, up-date of resources, purchase of materials, operation of the Center, and evaluation of student use. It was estimated that an additional $5,000.00 would be required for staff evaluation and publication in Phase III.

The Solution (Part a)   Internal Fund Raising for Phase II. Our approach to sponsors was a straight-forward one. To be ready when students hit campus, we needed X number of dollars for X services and materials. We suggested that the financial support be proportionate to the number of students they expected would profit from the Center or for any special use they intended to make of it.

Here again we relied on our experience. Some place along the line we had stumbled into a "psychology of asking". That is, you ask the more influential colleges for greater funding than you do those that are less prestigious. A good rule of thumb is that as the order descends, correspondingly smaller amounts are requested. In this way, the informal hierarchy is preserved, for there is congruence between status and support. Let's examine a specific illustration. If college "A" is asked for $1,000 then college "B" might be asked for $900 and so down the list. In this way, it is possible to respond if querried by "B" about "A's" contribution, that $900 is "about as much" as "A" gave. The implication is that it is a very adequate and appropriate amount. If "B" gives more than "A", however, then a subtle challenge to "A's" standing is made. One could use that tactic -- playing one against the other, but any monetary gain would be offset by a loss of trust. All of this subtle ordering goes on beneath the conscious operating surface of most administrators. But as you listen, it is clear that it exists, like a current that can be felt but not seen. The balance between co-existing units is very delicate. Helping to preserve that equilibrium makes sense for it conveys that the intervening party (C/AHED) has an understanding of the system, and that within its sphere of influence it is not attempting to be manipulative. It allows the focus of negotiation to remain on the real issues of need and cooperation, rather than on disruption and competition. There is certainly enough of that explicit in the existing system.

Prior to our going to the colleges, we worked backwards within the projected budget, assigning an asking figure to each unit. These were shifted as we progressed, in that services were some times offered in place of funds. At the end of the asking period, we had received cash donations totaling $5,150. This was enough to be assured of a qualitative operation at a figure approximately 1/6 of what it would cost the University to duplicate the resources, staff and administration of a similar program. In the actual situation one college gave $2,000 while at the other end of the scale one college contributed $25, and although but a token, it evidenced their desire to be a part of the program. It was significant, for it allowed their students to feel fully included. The separate amounts that were contributed were not publically disclosed, nor were they asked for by any unit. Each sponsor was accorded full and equal rights and privileges regarding access to resource materials, policy input, and the presumption of accountability on the part of the Director. The model of cooperation among widely differing units was preserved in this way. I remember, in a memo, congratulating them each on this achievement, no small feat in higher education today.

The Solution (Part b) Outside funding for Phase III. The lead time so necessary for submitting grant proposals was gone. One year prior, we did not have the assurance of support or continuance for the program. Now, however, we were optimistic and convinced that we had something significant to share. But where to go for support that would allow our ambitions to become realized?

The Danforth Foundation[1] was to be an answer to our needs ("prayers" might be more appropriate under the circumstances). Long recognized as a national leader in the creative furtherance of higher education, the Foundation has sponsored many specialized programs. One of them is the Underwood Fellowships for campus ministers, faculty and administrators. Approximately 20 grants are awarded annually. Because of its value to persons engaged in innovative study and programming, I would like to quote from their perspectus.

> Opportunities are provided for issue-oriented study, independent research, formal graduate study ... designed to improve the recipient's leadership in higher education ... . It assumes that both ethical and technical proficienty are requisite for significant accomplishment and that the several modes of knowledge - humanistic, scientific and technical - are germane to the formation of perceptions and skills which are required for responsible leadership ... . The process accents the value of policy reserach to the formation of knowledge and skills which are applicable to the solution of social or public problems. Preference is given to those persons who are working in collaboration with other professional members of the University community ... .

After consulting with friends and colleagues, it was decided to submit a proposal. The general forms were prepared, the history of C/AHED documented, and the proposal written for funds to "conduct a comprehensive review and evaluation ... to make available in published form to agencies committed to innovative education, the findings, annotated resources, and recommendation for implementation and institutional inclusion." A budget was drawn up requesting $4,500.

The supporting letters were graciously written by the Vice President for Student Affairs and the Assistant Provost for Undergraduate Education. Their recommendations evidenced for the Foundation the cooperative nature of the project and assured that within the University endorsement would continue should the proposal be approved. After an initial screening and a personal interview, the grant was awarded. Our delight was rivaled only by our appreciation of the Danforth Foundation for their continued support of values-related projects in higher education.

92.

With strong college support and monies committed to C/AHED for the year, it became imperative to designate a University unit to receive the funds. Transfer of University monies to a non-University agency such as UMHE was not possible or desired. In consultation with the Assistant Provost, it was decided to ask the Director of Continuing Education Service to provide a "home" for C/AHED. With a revolving account, in-house transfer of funds could take place and consequently the payroll for our staff could be paid directly by the University. The Director of the Continuing Education Service agreed, and a clear, formal identification with the University was accomplished, not in the way we had originally intended, but certainly as successfully.

REFERENCES

1. The Danforth Foundation
222 South Central Avenue
St. Louis, Missouri 43105

20. Staff Qualifications and Selection

In pausing to look backward, it is clear that certain phases, experiences and moments were more satisfying than others. For me, the many interactions with the C/AHED staff provided those times. If it were possible to hold up one component that contributed more than any other, to the success of the Center's working operation, it would be the qualitative nature of the persons who sweated it out with students in need of advice, clarification, counsel and caring. If I sound a little generous in my praise, you should know that for the past fifteen years I have been personally and professionally involved with students in administration, teaching, counseling and program development. It was nothing new to be working closely with them. But the way in which we worked was decidedly new.

With the start of the new and final year of full-time operation, C/AHED had acquired an adequate budget, the support of thirteen University Colleges and services, a fully-equipped resource center, but only one staff person in addition to myself. Our first order of business was obvious. From the first year's operation only Signe remained. Of the others, Cindy and Tim had finished their graduate programs. (She had gone to be a legislative assistant in the Michigan House of Representatives, he to become the first director of the Student Exploration Center at Drake University.) Paula was retreating somewhere in the Rockies, and Jean was doing a home-stay in Norway. (One of the advantages staff had was first pick of new opportunities. I suspect some never got filed before they were filled.) We had learned from that group and felt we knew what to look for in a new staff. But first we had to decide how many would be needed to handle the increased responsibilities. The number was arrived at in the following way.

1. We allocated the bulk of our funds for salaries with a fixed wage of $3.00 per hour. This was the top of the pay scale permitted for graduate students in this category.

2. We knew from previous experience that a minimum of two staff were needed to be on duty when the Center was open. With the value clarification function transferred to the main staff, one person would be needed for the intake procedure, the other to help students with information and materials.

3. The number of staff we could hire for the money available dictated the number of hours we could be open. As it worked out, that allowed us a total of sixteen student contact hours and five additional staff office hours per week.

The Need Our decision based on the above consideration indicated that six paid staff in addition to the Director would be the number required. We drew up general job descriptions for all C/AHED staff, posting only the Administrative Assistant position in the University Placement Center. The breakdowns of titles and responsibilities for all positions were as follows:

* Director

Oversees all activity of the organization. Is accountable to sponsoring units and UMHE Board of Directors.

Responsibilities: Liaison with University Administration through The Assistant Provost for Undergraduate Education; prepares proposals for funding; handles allocation of monies, purchases all equipment and supplies; hires staff; designs and implements pre-service training and in-service education of staff.

* Assistant Director

Oversees all operations of the Main Center. Is accountable to the Director.

Responsibilities: Schedules working hours of staff; supervises the clerical aspects of preparing, categorizing and filing new materials; secures translation of materials into English; contacts and corresponds with domestic and overseas placement organizations; keeps records and tabulates statistics on student use of the Center; assists Director with interpretation to the University as required.

* Administrative Assistants (5)

Responsibilities: Conducts in-take sessions with students which necessitates the knowledge and use of value clarification techniques, empathy training and listening skills; serves as a resource-broker between receiving organizations/opportunities and the student client; conducts the business of the Center when on duty; is responsible for office security; handles clerical duties (typing and filing); must understand and commit to memory extensive amounts of material.

94.

In addition to the general duties we identified some specific responsibilities which could be assigned to the staff. The descriptive titles used here were the creation of the staff and were conceived amid considerable back patting and bogus pomposity. There were Administrative Assistants for:

"External Affairs"

Responsible for public relations, interpretive and educational programs in/to the University (residence halls, "Career Carnivals", radio spots, etc.)

"Internal Affairs"

Responsible for keeping records of student use (day, week, month, term), designing tools for conducting a student evaluation at year's end.

"Receiving Agency Contact and Placement"

Responsible for preparation of materials on the how and what of letters of inquiry and resumes, consultant to the staff in this area.

"Overseas Travel"

Responsible for collecting, writing and preparing materials for a comprehensive packet of overseas travel information, consultant to staff in this area with emphasis on European travel.

The Solution What specific characteristics and traits were we looking for in new staff? The following were essential.

1. Enthusiasm for the concept of C/AHED and the value of experiential education.
2. Maturity (high self-concept, emotional health, self-directed, etc.)
3. Ability to relate well and communicate with people.
4. Intellectual capacity to absorb large quantities of material, discerning qualitative differences within the information.
5. Close proximity to the Center/availability of transportation.
6. Willingness to remain for an entire academic year.

We were besieged with applicants. You could almost hear the word spreading across campus ... "Wow, a non-traditional organization, good pay, flexible hours -- too good to be true." I have always enjoyed the interview process, but it now became a phone ringing nightmare. Nine out of ten calls came from persons who were disqualified on the basis of too little interest, experience, etc. For those candidates who were invited to the Center for an interview, written information yielded little of value. So a set of verbal questions was prepared. It utilized two tools, the Learning Style Inventory[1] and the Myers-Briggs Type Indicator[2]. A brief description follows.

95.

The L.S.I. is designed to assess an individual's dominant method of learning by requiring that sets of words be rank ordered 4 through 1, (4 being the word which is most characteristic of the person's perceived learning style.) A sample set of words is:

_____feeling _____ watching _____ thinking _____ doing

Nine different sets are given. When scored, the inventory yields a preference for learning by either:

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

The Myers-Briggs Indicator was designed to implement Carl Jung's theory of "type". The theory is that what appears to be random variation in human behavior is actually quite orderly and consistent, resulting from certain basic differences in the way people prefer to use operational modes of perceiving and judging.

Jung postulated that three basic dyads are employed by all persons. Myers and Briggs have added a fourth dimension in an attempt to describe ones way of life as either Judgement or Perception. In each of the dyads listed, an individual will show a preference for one member of the dyad.

Personal Orientation: Introversion (I) or Extroversion (E)

Introvert's main interests are in the mind world of concepts and ideas (reflection). Extroverts main interests are in the outer world of people and things (action).

Ways of Perceiving: Sensory (S) or Intuition (N)

Sensors become aware of things directly by use of the five senses; they prefer facts, details, records. Intuitors perceive by way of the unconscious, accompanied by ideas or associations; they prefer possibilities, new ideas, problems to be solved.

Ways of Judging: Thinking (T) or Feeling (F)

Thinkers use a logical process aimed at an impersonal finding; they prefer to analyze, organize, weigh evidence, make policy. Feelers use a process of appreciation, of bestowing on things a personal, subjective value; they prefer human relationships, persuasion, conciliation, harmony.

Ways of Life: Judgement (J) or Perception (P)

Judging people run their lives; choose to agree or disagree; prefer closure; want things to be settled. Perceiving people just live their lives; they are open-minded; for them evidence is never adequate; new developments are expected; decisions are made with difficulty.

96.

Recognition of the "type" differences, when carried over into the field of person-to-person relationships, affords a useful way of understanding others. Type theory also holds that type differences yield differences in interests and problem-solving techniques which may facilitate or handicap relationships. It was fundamentally important for me to know this information about the prospective staff. If a Sensor likes facts and an Intuitor likes possibilities, if a Thinker likes logic and a Feeler the human angle, then I believe an Intuitive-Feeler would fare better than a Sensor-Thinker in the C/AHED setting. In the interviews it was possible to introduce questions, ask for clarification statements, and solicit responses that gave very clear type preferences.

Extensive graduate study and group observation had convinced me of the value of the Myers-Briggs. The staff of the previous year had documented again (although) not selected with the use of the Myers-Briggs) that the most successful staff were INFP or ENFP types. Our observation was that the majority of students seeking non-traditional experiences in education also seemed to be this type. In relation to the Learning Style Inventory, the overwhelming majority were Concrete Experience and Active Experimentation oriented.

Candidates went through a two-stage process. The first was a lengthy interview with me, then if considered a likely prospect, each was interviewed by the staff. At first the staff was composed of only Signe, but as others were hired they joined her in the evaluation. These second meetings were as informal as the first must have seemed formal. They were, in effect, "un-interviews", and were generally conducted sitting on the floor in the Center. These yielded valuable impressions, gave a "feel" about personality, our ability to work with the person, even some indication of their response/curiosity to the Center's resources. These two sessions were in practice a perfect pair. It gave me feedback and new insights and brought the staff into the decision-making process. Twice staff vetoed candidates. It might be of value to mention the situations. One was a woman who impressed me with her manner, speech, etc., but she went flat, even seemed disdaining of staff in their interview, and clearly showed a preference for relating to men over women. The other was an attractive, expressive man who also had me convinced, but came on to the women in the staff with such incredible machismo that it was clear he would have great difficulty working with women students, to say nothing of the assertive and independent women on the staff.

In this way a team was slowly built, a group of people who would work well together, trust each other, support one another in difficult moments and in sticky situations with unstable students. In the course of the year, eight paid and two non-paid staff were involved in the Center operation. At any one time, the composition was six women, two men; six graduate students, two undergraduates; six whites, two blacks. They came from a variety of backgrounds and academic disciplines which made for a complementary team. (One interesting aside, seven out of the ten came from families with from six to eleven children.)

Specifically, who were they? A line or two about each will give you a sense of their personalities, diversities, and strengths. You will recall that we began by looking for graduate students for we felt that their experience and maturity level would be higher than undergraduates. A number of sponsoring colleges had also expressed a strong preference for a graduate student staff.

Name: Signe

Assignment: Assistant Director

Myers-Briggs Type: INFP

Education: M.A. Candidate, Resource Development (Third World), College of Agriculture

Strengths: Signe was the ideal staff prototype: competent, dependable, skilled organizer, personable, assertive, and intelligent. Prior to returning to the University, she worked two years in London and Germany and traveled extensively on her own in Africa where she lived for a time with the Massai. She was bilingual.

C/AHED: Twenty hours per week. With the organization for two years, leaving after graduation to accept a position with the United Nations in Austria.

Name: Carolyn

Assignment: Administrative Assistant for Receiving Agency Contact

Myers-Briggs Type: ENFP

Education: Ph.D. candidate. Audiology and Speech Sciences, minor Police Administration.

Strengths: The super extrovert, her goodwill and happiness were contagious. Excellent at creating an atmosphere of trust and caring for students, equally comfortable with either sex in the counseling situation, quick to pick up phoniness and deduce motives and needs. Limited experience, but from a very large family which helped when under pressure from twenty students.

C/AHED: Ten hours per week. With C/AHED the entire year.

Name: Jim

Assignment: Administrative Assistant for External Affairs

Myers-Briggs Type: ENFP

Education: M.A. Candidate, Vocational Rehabilitation Counseling

Strengths: Considerable experience as an undergraduate in residence hall staff positions. A salesman in large groups, very verbal and enthusiastic. Responsible for twenty-five major presentations on C/AHED at Career Carnivals, residence halls and classes. (Most were night programs requiring a two to four-hour commitment, thus his time in the Center was reduced.)

C/AHED: Ten hours per week. With C/AHED the entire year.

Name: Katie

Assignment: Administrative Assistant

Myers-Briggs Type: INTP

Education: Ph.D. Candidate, Labor and Industrial Relations

Strengths: An older student, previously married with a family. Mature, competent, diversified work experience, a "you can do it" attitude.

C/AHED: Ten hours per week. With C/AHED only one term, due to a better financial opportunity within her academic department.

Name: Barb

Assignment: Administrative Assistant for Overseas Travel

Myers-Briggs Type: INFJ

Education: Senior, Honors College. Psychology major.

Strengths: The first break from an all graduate level staff. Highly qualified, good with students (had experience and training in crisis intervention, empathy and listening skills). Capable of remembering vast amounts of material for recall (near "photographic memory"), European travel, interested in gestalt and the human potential movement.

C/AHED: Twenty hours per week. With C/AHED for the entire year. (Graduated with the highest GPA in her class.)

Name: Liz

Assignment: Administrative Assistant for Foreign Students

Myers-Briggs Type: ESFJ

Education: Ph.D. Candidate, Audiology and Speech Sciences

Strengths: A Nigerian citizen, extensive world travel and education, a good sense of humor, added a vital cross-cultural dimension to the staff's education. Not involved in value clarification, but as a specialist with foreign students. Fluent in three languages.

C/AHED: Six hours per week. With C/AHED two terms.

Name: Jennifer (Jenny, Jen)

Assignment: Administrative Assistant, then moved to Assistant Director

Myers-Briggs Type: INFP

Education: Senior, Homors College. Natural Resources major (Department of Parks and Recreation)

Strengths: Over one third of her undergraduate work was taken in overseas/independent study. Had been an exchange student in Chile, a governess in Germany, participant in the Experiment in International Living in England. Excellent research, writing and graphic skills. Replaced Signe mid-year and became fully knowledgable of Center operation and resources within two weeks.

C/AHED: Twenty hours per week. Continued into Phase III. Co-author of Taking Off.

Names: Joan and Jan

Myers-Briggs Types: ENFP and INTP respectively

Education: M.A. Candidates in Student Personnel Administration

Strengths: Both were accepted as non-salaried, practicum graduate students receiving credit for special study related to the attitudes and value of non-traditional students. Each carried the regular responsibilities since they were experienced in value clarification counseling. They attended all staff functions.

C/AHED: Six hours per week. With C/AHED for the year.

To reiterate one point. This outstanding group of individuals brought to the staff, interests, academic competencies, and experiences in agricultural resource development, student personnel work, vocational rehabilitation, police administration, audiology and speech, communications, psychology, and natural resources. They were experientially-oriented and multi-lingual having lived, worked or studied in South America, the British Isles, Europe, and Africa. They had practiced what they were preaching, and because of that gave students not only what was necessary in way of information, but presented themselves as models for intelligent, intentional, risk-taking behavior.

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1. 1971 by David A. Kolb, Irwin M. Rubin, and James A. McIntyre. This is a revised form of the Learning Style Inventory which appears in Kolb, Rubin, and McIntyre, Organizational Psychology: An Experiential Approach. (Englewood Cliffs, New Jersey: Prentice-Hall, 1971).

2. 1962 by Katherine Briggs and Isabel Briggs Myers. This instrument can be ordered from Educational Testing Service, Princeton, New Jersey. A thorough explication can be found in the Myers-Briggs Manual, 1962 edition, Educational Testing Service, Princeton, New Jersey.

21. Staff Preparation, Training and Scheduling

If you are fortunate enough to assemble an outstanding group of individuals for your staff, the usual concerns regarding training are suddenly replaced by others. Unlike any other task-oriented group in my experience, each individual staff member was independent, creative and a high achiever.

No milky-way anonymity for them. It was apparent from the outset that they were more suited to the prominence accorded Saturn or the North Star. Facing the first staff training session I had the image of six prima-ballerinas being asked to queue up for a chorus line. Could they accept my suggestions, Signe's supervision, each other, established procedures, the boredom of quiet days, the frantic pace and unreasonable requests of overload periods?

In our first meeting, I acknowledged their many experiences and competencies, and suggested that we operate as a team of peers with certain delegated responsibilities. It was made clear that their input would be required at every point. If things needed to be changed, procedures refined, problems addressed, it would be their responsibility to initiate, suggest alternatives and implement. They were responsible for being at the Center at the agreed upon time, keeping their own time card, and assuming full responsibility for what transpired while on duty.

With that said and agreed upon, we plunged into the business of teaching basic value clarification skills, screening and intake procedures, resources, and retrieval systems. These were the basic essentials, yet they necessitated utilizing interpersonal skills of a high level, a working understanding of the filing system, and a familiarity with many thousands of pieces of information. A large order even for this group. Other areas of need would be dealt with throughout the first term, for an exposure to students would elevate many questions not even hinted at yet. When problems became real, we would deal with them, and not before. There would be enough to do simply to be ready for our opening in three short weeks.

Two hour weekly staff meetings were calendared for fall term. As it developed we met on a rotating basis at staff's homes, apartments, or dorms for dinner. At first the light dinner was a pitch-in affair, but a taste for exotic foreign cuisine developed. Some of the African dishes were too hot for midwestern palates, but we were exploring another dimension of international living and in an admittedly oblique way were becoming a more effective staff.

Each meeting began with staff adding to the agenda. Some topics or issues were regular items. A typical session might cover:

- Explanation or review of new office/clerical procedures.
- Finalization of work schedule and responsibilities for the coming week.
- Verbal progress reports on special staff assignments or the distribution of written materials for critique by the group, e.g. Overseas Handbook, sample resume forms.
- Review of student-client case studies which were indicative of common or unusal problems/personality types. It was expected that each staff member would respond and contribute to problem-solving regarding the presented case (this proved to be an excellent technique for expanding insights and for the development of new approaches).
- A general question and answer/problem and solution/confusion and clarification period.
- A brainstorming session on different aspects of the program.

Periodically other issues or topics were introduced. Some of them were:

- Group process strategies to heighten self-awareness and facilitate communication.
- Subjective evaluation of the staff's work. These were written or verbal, i.e. "The most rewarding aspect of my work is __________. The most difficult personality I had to deal with in this work was ____________. The funniest thing a student said was ____________. The dumbest thing I did was __________."
- Values clarification review.
- Myers-Briggs discussion and review. (Early in the fall term the Myers-Briggs was administered, scored and discussed with focus on the implications for staff-student interaction and understanding).

During winter term, staff meetings were held every two weeks, then in spring term, increased again to once a week. These sessions, plus the hours spent together in the Center, cemented the staff into a cohesive unit. None of my original fears were realized. There was not one instance in the eight months of operation when a criticism of a staff member was called for. Within the staff there were frequent suggestions for alternative ways of dealing with a situation or a particular student, but these were always offered in constructive ways.

Scheduling staff for the Center proved to be no problem aside from the inevitable class conflicts (in itself an excellent reason for having many part-time staff thus allowing greater scheduling flexibility). Hours were negotiated, the schedule drawn up, teams of two or three assigned, and a staff directory (names, addresses, phone numbers) given to each person so that substitutions could be easily arranged when necessary. Staff pairings were scrambled each term so that new friendships could be made and new approaches and skills learned. In this scheduling process we learned some interesting things.

1. New staff should be paired with more experienced staff. Ideally a one to two week period should be provided for observing, listening, and role playing a variety of students seeking specific information. Such a period of time facilitates confidence, and comprehension in information-gathering skills.
2. If possible staff should be cross-paired by sex, race, experience, interest and introversion-extroversion type.
3. It is imperative to have a minimum of two persons on duty at all times. When the Center was very busy two were enough, when it was slow they exchanged information and caught up on clerical duties.
4. On-duty staff should decide prior to students' arrival who is to assume major responsibility for intake (values clarification), and who will be the resources librarian, and for how long.

5. When staff have a split-shift, they should announce to students that they are leaving and point out, by name the remaining staff or the staff person coming on duty.

6. Staff should arrive before the announced hour for opening, in order to familiarize themselves with new materials received, memos left by the last shift regarding phone calls, expected visitors, etc. Clean-up after closing required from five to thirty minutes depending on how accurately students replaced materials.

22. Resource Reassessment and Evaluation

The new staff, still untested and untried in terms of student-Center exposure, were turned loose to look at the information filing and delivery system. We hoped that fresh perceptions might result in some new way of visualizing or utilizing the Center. They did, and in terms of time and energy we paid dearly for them.

You will recall that we had developed two handout sheets, one explaining the four categories under which the information was filed (Voluntary Social Service, Educational Opportunities, Employment and Travel), the other with symbols (for Special Interests, Cost and Time duration). Now a third level of specificity was needed. On that would break down all the information in the Center into specific areas of student interest or need. The previous staff had been moving in this direction and had listed some ninety interest areas that students had mentioned in their interviews. We returned to that information, re-evaluated the idea, and made a unanimous decision. Every organization or opportunity for field experience education was to be read and indexed using a new "Specific Interest Listing" containing 110 items. This meant for example, that the "Medical/Para Medical" special interest area would be supplemented and divided into four sub-categories: 1) Health Care/Nutrition/Sanitation - Rural, 2) Health Care/Nutrition/Sanitation - Urban, 3) Hospital, Clinic Services/Administration, and 4) Veterinary Medicine/Animal Husbandry. "Education" was broken down into nine sub-categories from Preschool - Urban, to Teaching English-as-a-Secondary Language (ESL). The implications were staggering. By this time we had twenty-two full file drawers, weighted down book shelves and pamphlet racks containing information on approximately 2,000 organizations which offered placement opportunities for students.

The task looked to be impossible, but three redeeming features were apparent:

1. Students required the additional information. The greater the student volume, the greater our need for moving them rapidly through the process.

2. New staff desired a fast, efficient means of finding specific information since they were totally unfamiliar with the files.

3. The task would necessitate reading for comprehension all the materials, and thus would provide an invaluable in-service learning exposure for the new staff.

3 C/AHED LIST OF SPECIFIC INTERESTS

1 AGRICULTURE
2 AMERICAN INDIAN ORGANIZATIONS/SCHOOLS/SERVICES
3 APPALACHIAN ORGANIZATIONS/SERVICES
4 ARCHEOLOGY
5 ARCHITECTURE
6 ASTRONOMY/CELESTIAL NAVIGATION
7 BLACK ORGANIZATIONS/SCHOOLS/SERVICES
8 BOOKCRAFT/BINDING/PRINTING/ENGRAVING
9 CASE WORK/SOCIAL WORK/CRISIS/HOTLINE SERVICES
10 CHICANO ORGANIZATIONS/SERVICES
11 CHILD CARE/DAY CARE/DAY CAMPS
12 CHRISTIAN COMMUNITIES
13 CINEMA : TV/FILM
14 CIVIL/HUMAN RIGHTS, EQUAL OPPORTUNITY ORGANIZATIONS
15 CLERICAL/LIBRARIAN/BOOKKEEPING
16 COMMUNICATIONS/MASS MEDIA
17a COMMUNITY MENTAL HEALTH - URBAN
17b COMMUNITY MENTAL HEALTH - RURAL
18 COMMUNITY ORGANIZATION/DEVELOPMENT/LEADERSHIP TRAINING
19 CONSTRUCTION/MAINTENANCE
20 CONSUMER RIGHTS/EDUCATION
21 COORDINATING ORGANIZATIONS/DIRECTORIES
22a CULTURAL STUDIES - AFRICA
22b CULTURAL STUDIES - ASIA
22c CULTURAL STUDIES - EUROPE
22d CULTURAL STUDIES - SOUTH/CENTRAL AMERICA
22e CULTURAL STUDIES - NORTH AMERICA
23 CYCLING
24a DANCE : BALLET
24b DANCE : MODERN/JAZZ
25 DOMESTIC SKILLS/COOK/HOUSEKEEPER
26 ECOLOGY/ENVIRONMENTAL SCIENCE/DEMOGRAPHY
27a EDUCATION : PRESCHOOL - URBAN
27b EDUCATION : PRESCHOOL - RURAL
27c EDUCATION : ELEMENTARY - URBAN
27d EDUCATION : ELEMENTARY - RURAL
27e EDUCATION : SPECIAL ED. - EMOTIONAL/PHYSICAL/REMEDIAL/RETARDATION
27f EDUCATION : SECONDARY - URBAN
27g EDUCATION : SECONDARY - RURAL
27h EDUCATION : HIGHER ED. - TEACHING/ADMINISTRATION/RESEARCH
27i EDUCATION : ENGLISH-AS-A-SECOND-LANGUAGE (ESL)
28 ENGINEERING
29 EQUESTRIAN ARTS/BLACKSMITHING
30 EXPLORATIONS/EXPEDITIONS
31 FLYING/GLIDING/PARACHUTING
32 FOLK STUDIES : LORE/MUSIC/DANCE
33 FORESTRY/CONSERVATION
34 GROUP PROCESS : GESTALT/GROWTH/ENCOUNTER
35 GLASS WORK
36 GOVERNMENT/POLITICS/POLICY STUDIES
37 GRAPHIC ARTS : PAINTING/ETCHING/SILKSCREEN/BATIK
38 HANDICRAFTS
39a HEALTH CARE/NUTRITION/SANITATION - RURAL
39b HEALTH CARE/NUTRITION/SANITATION - URBAN
40 HOMESTAY/EXCHANGE PROGRAMS
41 HOMESTEADING/COTTAGE INDUSTRY/FARMING COMMUNE

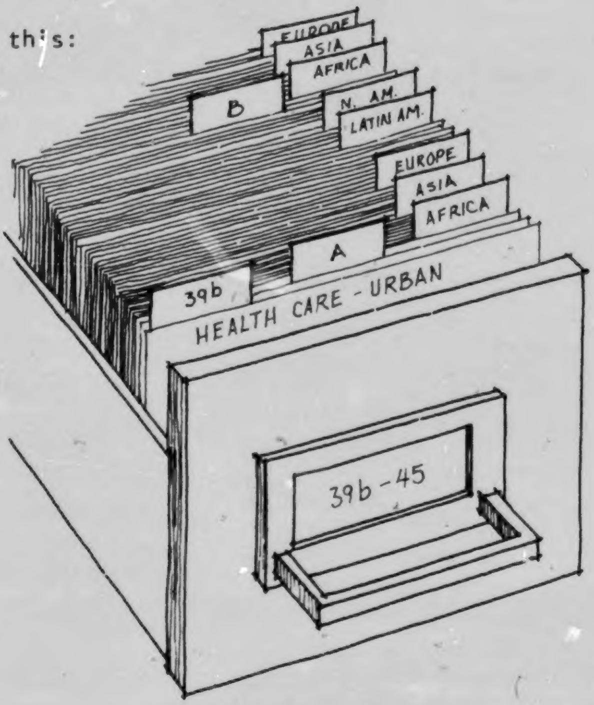
OVER ➡

3 SPECIFIC INTERESTS (cont.)

42 HOSPITAL, CLINIC SERVICES / ADMINISTRATION
43 HOTEL, RESTAURANT, INSTITUTIONAL MANAGEMENT
44 HOUSING / TRANSPORTATION
45 INTELLECTUAL COMMUNITY
46 INTERNATIONAL UNDERSTANDING : CAMPS/CONFERENCES
47 LABOR / UNIONS
48 KIBBUTZIM / JEWISH COMMUNES / SERVICES
49a LANGUAGE STUDY - AFRICA
49b LANGUAGE STUDY - ASIA / MIDDLE EAST
49c LANGUAGE STUDY - EUROPE
49d LANGUAGE STUDY - SOUTH / CENTRAL AMERICA
50 LAW / COURTS / LEGAL AID
51 LEATHER WORKING
52 MECHANICAL / TECHNICAL
53 METAL SMITHING / JEWELRY
54 MIGRANT PROGRAMS / REFUGEE SERVICES
55 MOUNTAINEERING / SKIING
56 MUSEUMS / ARCHIVES
57a MUSIC : BLUES / JAZZ / ROCK
57b MUSIC : CLASSICAL
57c MUSIC : CHORAL
57d MUSIC : ELECTRONIC
58 NEW TOWNS / CITIES
59 OCEANOGRAPHY
60 OLDER CITIZEN ORGANIZATIONS / SERVICES
61 ORIENTAL RELIGION / SPIRITUAL LIFE / COSMOLOGY / PHENOMENOLOGY
62 ORGANIZATIONAL ADMINISTRATION / MANAGEMENT / RESEARCH
63 PEACE / NON-VIOLENCE ORGANIZATIONS
64 PHOTOGRAPHY
65 PLASTICS
66 POLITICAL ACTION / REFORM
67 POTTERY / CERAMICS
68 RECREATION PROGRAMS
69 REHABILITATION : PRISON / HALF-WAY HOUSES / ALCOHOL / DRUGS
70 RELIGIOUS CENTERS / RETREATS
71 SAILING
72 SCULPTURE
73 SOCIAL INTEGRATION / NATURALIZATION OF FOREIGN BORN
74 STUDY TOURS / CARAVANS
75 SUMMER CAMPS - RESIDENTIAL
76 TEAM SPORTS / COACHING
77 TEXTILES : DESIGN / DYEING / SPINNING / STICHERY / WEAVING
78 THEATER / SUMMER STOCK
79 URBAN / REGIONAL PLANNING
80 VETERINARY MEDICINE / ANIMAL HUSBANDRY
81 WATER SPORTS / CANOEING / SKIING
82 WELFARE RIGHTS
83 WILDERNESS / SURVIVAL
84 WOMEN'S SERVICES / COUNSELING / COLLECTIVES / STUDIES
85 WOOD WORKING / FURNITURE CONSTRUCTION / WICKER DESIGN
86a WORK CAMPS : AGRICULTURE
86b WORK CAMPS : CONSTRUCTION / RESTORATION
87 WRITING / JOURNALISM / PUBLICATION ILLUSTRATING
88 YOUTH HOSTELS
89 YOUTH SERVICES

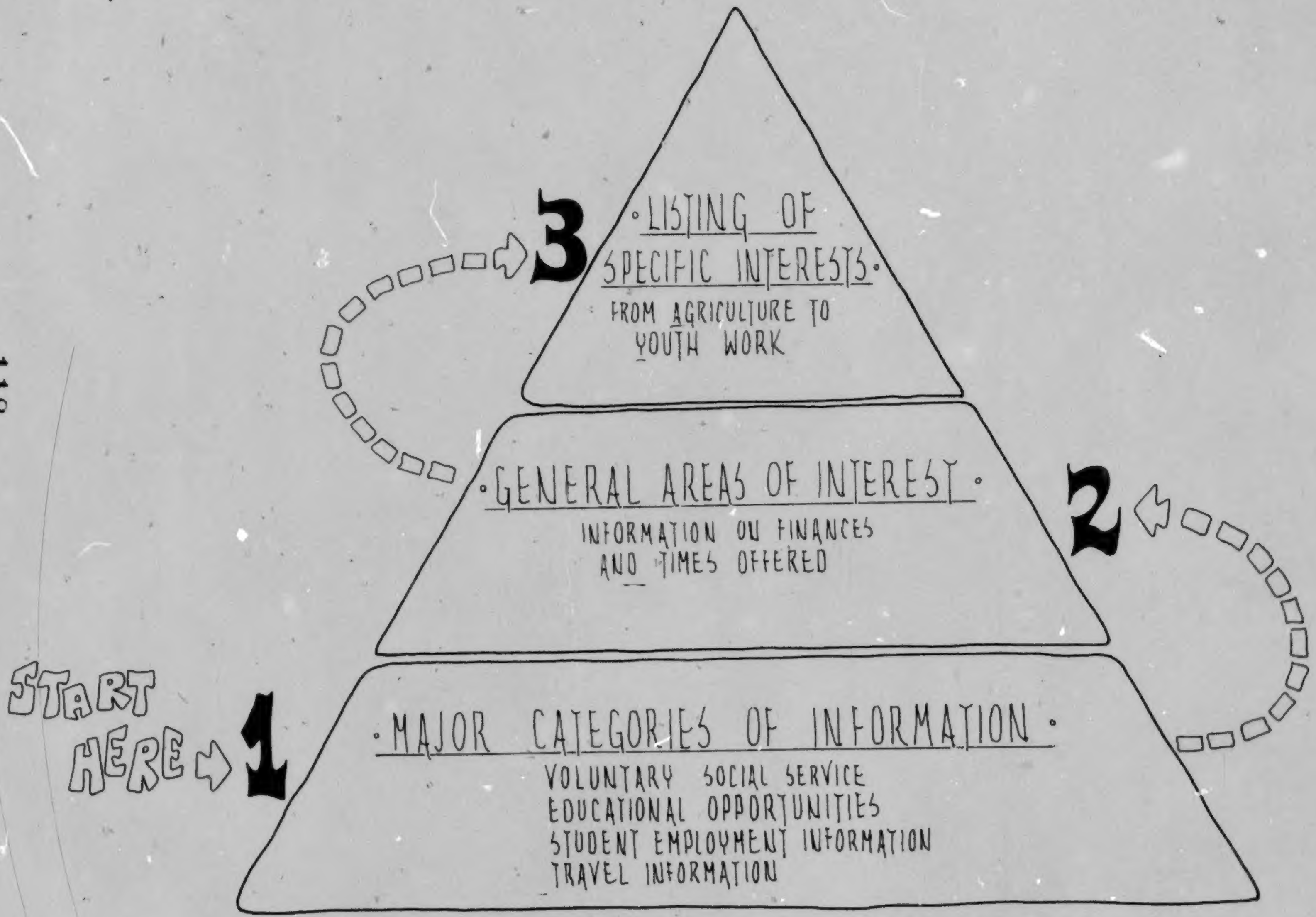
For three grueling weeks, the staff offered themselves up to the files, the lists, and endless cups of coffee. We found that some organizations provided opportunities in as many as forty separate interest areas. Translated into clerical work, that meant forty separate cards for each of these organizations, one to be filed under each interest area. The system we settled on was a miniature duplication of the categories found in the filing cabinets, even to the color coding. It worked like this. The specific sub-categories were alphabetized and given a number 1-110. The numbers were typed on a tab and placed on 3 x 5 cards. There were arranged in eight metal file drawers. Then for each sub-category, a complete set of cards with tabs was made, replicating the file folder tabs. If an organization was found to have a specific opportunity in Health Care - Urban, then its name was typed on a card and filed behind the drawer letter and the name of the continent in the alphabetical order as the folder would be found in the file cabinet drawer. To give a specific example, a student wanting Health Care - Urban would go directly to number 39b in the 3 x 5 card file and find a stack of 127 cards in the exact order as the folders in the cabinets, starting with drawer A and progressing through drawer N. This meant no more reading through every folder marked by a medical symbol to find which organizations dealt specifically with urban health care opportunities.

It appeared like this:



When the job was completed, we had added a third tier to the C/AHED pyramid of information. There were tens of thousands of cards (at that point no one bothered to count), that were to save students and staff hundreds of hours of reading and research. We had come a very long way from the first, simple four category handout. And yet each successive effort had marked a new developmental stage. Each had resulted in a greater comprehension of our resources, and a corresponding sophistication in getting those resources into the hands of students. Equally as important we had evolved as a staff in the problem-solving process. No library system or computer system could be superimposed or fitted to our need. Our system, while still rough, was functional, and best of all, indigenous, for it was the product of the user's need. A companion cover sheet was drawn to explain the multi-level, pyramidal structure to students.

C/aHeD PYRAMID OF AVAILABLE INFORMATION



· LISTING OF SPECIFIC INTERESTS ·

FROM AGRICULTURE TO YOUTH WORK

· GENERAL AREAS OF INTEREST ·

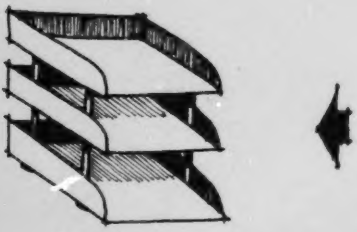
INFORMATION ON FINANCES AND TIMES OFFERED

· MAJOR CATEGORIES OF INFORMATION ·

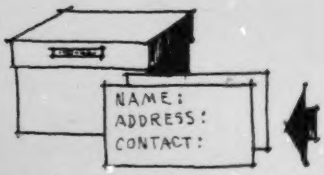
VOLUNTARY SOCIAL SERVICE
EDUCATIONAL OPPORTUNITIES
STUDENT EMPLOYMENT INFORMATION
TRAVEL INFORMATION

Once the filing/retrieval system had been completed, staff had the time to become acquainted with the "People Resource File" which had seen considerable growth over the past year, browse or read, ask each other questions, and learn the complicated process of seeing a new piece of material through the required seven steps before a student could gain access to it. Needless to say there was never great enthusiasm for the latter job, but with each person contributing, the system was surprisingly efficient. The following instruction sheet was posted to provide a step-by-step visual guide.

STEPS IN FOLDER PREPARATION

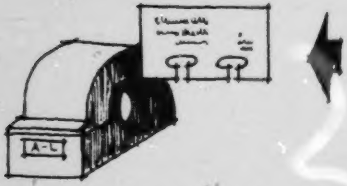


1. Don reads new/incoming material:
    a. Decides on drawer/general category (A B C etc)
    b. Decides on cross indexed interest areas (1-110)
    c. Puts material in work trays:
        1) New material in "New Material"
        2) Old material in "Old Material"
        3) Specific items or work to be done/corrections, etc. in "Work To Be Done"



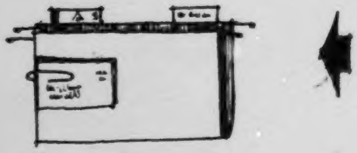
2. "New Material" steps:

    a. Type 2, 5x7 cards with name, address, contact person/title. (Do not fill in "description"). Put one card in the master file behind the typewriter, the duplicate in the bottom drawer of the desk.



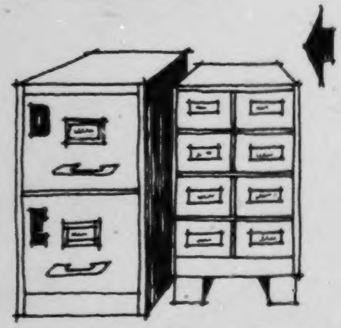
    b. Type circular file index card with name, address and drawer location.

    c. On the back of the same index card, copy off the new interest area numbers and file the card in the circular file (A - Z)



    d. Type as many 3x5 Interest area cards as necessary and paper clip to large green file drawer folder.

    e. Type name tab; stick on cost, interest, and time symbols.



    f. Read material and check your name on the routing slip. When all have read, file interest area cards in the small drawers and the folders in the cabinets.

    f. When you have finished, you have the following options:
        1) Take a break (20 seconds)
        2) Help a student
        3) Start preparing another piece of information!

As the time for the announced opening drew near, staff were visibly excited and even a little afraid of the unknown. The last week saw us stage a publicity blitz on the campus (yellow and gold posters seemed to spring up like rare fall flowers), interpretive programs were presented in residence hall lounges, foreign students were contacted for information on their countries, clubs were notified, etc. There was no question, the feeling this year was different, departments were mentioning the Center; Honors College ran an excellent story in their bulletin; faculty even stopped me on campus to inquire about resources and the office phones began to tell a story of students impatient for the Center to open.

23. The Last Time Around

The Center opened the third week in October. The first weeks went well for staff. Procedures were grooved, intake-skills sharpened, and information recall increased. Now staff meetings dealt with real, not theoretical issues, personalities and problems. Simple little things got aired and the group began to develop the ability to problem-solve on its own. The Center (their environment now) got a facelift and furniture shift. There were some surprises too. The previous year we had an occasional student from another state school drop in to use the resources, but now it seemed some special frequency was beaming word of our existence across the country. Hitchhikers came from as far away as Florida, New Mexico and New York. Directors of Field Study programs and administrators from small colleges asked for information or sent representatives/delegates to look, listen, copy materials, and even tape student conversations. They were welcome; but not so welcome were the vague requests for information from high school and non-college students. We were forced to resort to a form letter inviting them to visit in person. It was clear that the interest and need was there, yet ironically there were still individuals on campus who remained oblivious to the treasure in their own house.

I feel that some startling new insight may be expected here. I have none to give, for the year progressed so smoothly that we sometimes wondered if we were doing our job. But in retrospect I can see that we had done it, and done it well. The careful planning, staff selection and training, the attention to detail and quality had built an organization that was doing precisely the job it was designed to do. We continued to learn and grow, to find appreciation in the working style of other staff members, to take delight in students' gathering confidence, and to find satisfaction in helping them secure the opportunities they wanted. For me it was a time of turning loose, of realizing one day that I was becoming expendable. Staff were securely in charge, doing the job in the Center and with students as well as any group of people could. I wouldn't have traded them, para-professionals as they were, for any professionally trained group in the University!

* * *

Early in the Winter Term, two pieces of important information were developed by staff members. Carolyn prepared a mineographed handout for students with a title page which said:

HOW AN ORGANIZATION'S IMPRESSION DEPENDS ON
YOUR EXPRESSION

or

Tips and Hints on Writing Letters of
Inquiry and Resumes

This paper included general advice on writing such documents, and showed a sample resume. Since we have received so many requests for this handout, a condensed copy is included following this section. It is marked Addendum A.

The second piece of material was a packet researched and compiled by Barb. Its cover letter will explain its intent and content.

> Dear Friend:
>
> We have compiled a packet of information which we hope you will find helpful as you prepare to leave for Overseas. The following materials are contained in this envelope:
>
> 1. Information Sheet on Passports, passport photos and shots.
> 2. Fact Sheet from International Exchange.
> 3. Booklet which contains an application for International Student Identity Card.
> 4. Order blank for Student Railpass.
> 5. Information Sheet containing suggestions of further resources.
>
> We would like to continue to be of help to you. Please contact us if you need additional information.
>
> Have a good trip,
>
> The C/AHED staff

The booklet referred to in item 3 of the preceeding letter was ordered from the International Cultural Exchange (ICE). We found it very helpful as it included essential information on transportation, medical care, insurance, identification and passports, ISIC, IUS and AYH cards, mail and embassy contacts. ICE can be contacted by writing to P.O. Box 1965, Ann Arbor, Michigan 48106. Two sheets from the packet are also found at the end of this section, see Addendum B. They present the basic local information needed by a student for overseas travel. (We found that for the home-bound student the first steps are sometimes the most difficult and help of this kind is often psychologically important.)

As the year progressed we found the Myers-Briggs Type Indicator more and more valuable. Our experience has led me to believe that the ability of a staff person to identify "type" is one of the most helpful of all tools. To know the characteristic preferences and behaviors is to know how to approach, present, aid and complement the client. For instance, if we took the following type statements, then a number of implications for staff-client interactions can be deduced.

Introverted Types (I)	Extroverted Types (E)
Like to think before they act	Usually act quickly
Are interested in the idea or concept behind a situation	Are more interested in how people do their job than in the situation
Like working/researching uninterrupted	Are impatient if confined for too long a time
Are more careful with details	Dislike details and complicated procedures
Like quiet for concentration	Like variety, enjoy distraction

Intuitive Types (N)	Sensing Types (S)
Are impatient with routine	Are patient with routine
Like solving new problems	Dislike problems unless there are prescribed ways to solve them
Enjoy learning new skills more than using them	Enjoy staying with newly acquired skills
Work in bursts of energy or enthusiasm	Prefer to work steadily and calmly
Will follow their inspirations or hunches	Seldom get inspired or turned on to a new idea

Feeling Types (F)	Thinking Types (T)
Aware of others feelings, moods and fears	Not interested in others feelings, relatively unemotional or fearful
Like to promote interpersonal harmony	Enjoy logical, impersonal order
Seek to help and please others	May offend or hurt unintentionally
Need praise and attention	Desire equal and fair treatment
Make decisions based on personal likes and needs	Make decisions based on impersonal criteria

Perceptive Type (P)	Judging Type (J)
Start too many projects (folders) and finish too few	Do not like to interrupt a task or project
May have trouble choosing between alternatives or making decisions	May decide too quickly or prematurely
Hate to be boxed-in, have options closed or limited	Like to have things settled or wrapped up
Like adapting, changing to meet new circumstances	Prefer stability, structure, and a clear sense of direction

Given these gross generalizations, it is easy to see that if a staff person of one type, (ENFP) would try to impose their mode or style on a student of another type (ISTJ) you could be relatively certain that a debilitating fracture in the relationship would result. The same would be true in staff-to-staff interactions or of staff required to do certain research or clerical functions. Over and over we have observed that an inattention to these types has resulted in a breach in a relationship, a blockage in the office procedures, a reluctance on the part of a student to explore new possibilities. Some actual examples of this problem applied to our context may help make the point.

> Introverted type staff were most effective in one-to-one situations. They frequently "short-circuited" or had to "go to the John" (an in-staff euphemism for the "people overload syndrome") when the Center became too crowded. Extroverted type staff, on the other hand, were at their best with twenty people in the room at one time, charging around meeting needs and juggling requests. In contrast to introverts, they got bored when there was little activity or they had to stay with one passive person for an extended period of time.
>
> Staff were often puzzled at first as to why one student would say directly and with some annoyance, "Why don't you just leave me alone for awhile. I'll call you if I need anything," and another student in response to the same initial approach on the part of the staff person would say (or write on their Up-Date Form) "Staff didn't show any personal interest or seem to care about my needs". The first student was probably operating from a Introverted-Thinker mode, the other from an Extroverted-Feeler mode. Same staff person and two alientated, rather than satisfied student clients.
>
> Staff, being aware of the basic type responses, were effective in moving in and out of the advising or helping process. For example: of an Intuitive-Feeler type, they might ask, "How are you feeling about all of the possibilities you are finding?" (Reflects feeling, recognizes that multiple resources are available and allows for an open-ended response.) Of a Sensing-Thinking type they might say, "What do you think about that particular opportunity?" (Reflects a cognitive mode, recognizes the need to deal with one thing at a time, calls for a specific answer.)

Dozens of other illustrations could be given. If one addition to the program could be retroactively made, it would be to administer the Myers-Briggs Indicator at a pre-interview level to all students. I am confident that the resulting match between student and staff, student and resource delivery, student and receiving organization or field placement experience would alleviate the great majority of problems encountered in these three areas.

* * *

The weeks and months passed with ever increasing numbers of students finding their way to C/AHED. One infamous Monday in February thirty students filled the files and carpeted the floor, sending the two on-duty staff (both of whom were introverted types) into a state that can only be described as near-psychotic. With seventy, eighty, ninety students per week and the staff fast wearying, winter gave way to spring, requests for independent studies and field placements for credit were supplanted by the clamor for summer employment. Suddenly June was upon us and the numbers began to slack off except for the long range planners who were investigating opportunities for the following Fall Term.

In all, approximately one thousand students had sought out C/AHED. The ratios of students by sex, grade level, and college were the same as they had been the year before. Interests and requests for information by category had not significantly changed either. Signe had departed for Europe; Jennifer had arrived from England to take her place; Wednesday was still the most popular day with students; weather had little effect on use; word of mouth was still the most effective form of publicity; and the State News published an editorial on behalf of the continuation of C/AHED.

On balance, history had simply seemed to repeat itself, only with a different staff and far more students being involved that ever before. A real difference, however, lay beneath the surface in the form of data gathered on the most recently served students, and in the answers of an evaluation instrument that had been used with the staff. The two combined to provide some fresh insights for those who would follow us.

Addendum A

AN ORGANIZATION'S IMPRESSION DEPENDS ON YOUR EXPRESSION

INTRODUCTION

When choosing a position from the files in the C/AHED office, did you stop to ask yourself why this particular one was of interest to you? Obviously, it was something you wanted to do for a while -- a change of pace from the college scene. But, another factor may have been the way the organization advertised the position. Most likely, the information was briefly summarized in a clear, concise manner using simple language. You didn't have to read several pages to get information on the place, time period involved, cost, or whom to contact.

Now that you are seeking additional information on the choice you have made, you must begin to think of ways to advertise YOURSELF in a manner that will leave a good and lasting impression on the person you must contact. To help you, the C/AHED staff has developed this packet which includes information on how to write a letter of inquiry and a resume.

A LETTER TALKS TO ITS WRITER

Before you sing me, let me say
That I don't feel so good today;
I'm not prepared to meet a buyer;
I seem to lack the kind of fire
That drives home what you would convey.

The way I talk is insincere
My meaning is not crystal clear
I'm cluttered up with phrases trite --
The kind of stuff they used to write
Way back there in a distant year.

Forget the "I" and make it "You".
And get my reader's point of view
Rewrite, delete, correct, revamp
So that my 10 cent postage stamp
Presents a story fresh and new.

Orville E. Reed

A. GENERAL TIPS AND HINTS TO SELL YOURSELF ON PAPER

1. Plan Your Letter or Resume

A plan shows an organized mind; it spells leadership, and arouses confidence.

2. Be Concise

   Do not ramble or repeat.

3. Be Clear

   A statement clearly and fully made may save the writing of a second letter for clarification or addition.

4. Be Courteous and Tactful: Employ Suggestion

   One principle of persuasion is that the person who is to take the action should be made to feel that s/he takes it on his or her own volition, rather than at the dictation of someone else.

5. Assume Favorable Action or Attitudes

   Always use a tone which implies that you expect your reader to take a favorable attitude toward your proposal.

6. Believe in Yourself

   If you convey a sense of self-worth, a healthy pride in your talents, experience, potential, the reader will pick it up and respond in kind. Enthusiasm often counts for more than cold, impersonal credentials.

B. LETTERS OF INQUIRY

A letter of inquiry is a letter which is written to request information. The letter of inquiry should be concise, clear, and courteous. If should be so definite that the recipient will understand the request without difficulty. It should express appreciation for an answer containing the desired information.

A letter asking for information should contain the following:

1. State the subject of your inquiry, together with a few words explaining your reason for asking it.
2. Give specific details or definitions of your general inquiry.
3. Give fully the reason for your inquiry. Explain who you are and what your situation is, or give information that will help your reader to answer or that will prove you worthy of his/her attention.
4. The clearness and courtesy of the above portion of your letter will serve as specific material to get favorable consideration for your request.
5. End your letter courteously, explaining your appreciation for whatever the person addressed can do for you. Avoid the stock phrase, "Thanking you in advance", which takes too much for granted to the reader's willingness to grant your request.
6. It is an ordinary courtesy to send a stamped, self-addressed envelope. Be sure that this is of commercial size so that it will fit the letter paper which will normally be used to reply to you.
7. When the reply has been received, send a brief letter of thanks.

C. RESUMES*

A resume is your sales message to a prospective employer. Many times the resume replaced a personal interview and, therefore, should be representative of your most desirable qualities. It should be prepared with much forethought and care distinguishing you from other candidates.

Here are some guidelines to help you prepare your resume.

Preparing a resume is designing a promotion piece of sell yourself -- a gimmick to get someone to take a second look at you. Since a resume is rarely read thoroughly, it must be short, easy-to-read, and organized in such a way as to draw immediate attention to your most significant achievements and skills.

Start by writing down, randomly, all the things you've done over the years. If you keep a running list for a few days, you'll be forced to conjure up all your activities before deciding upon those most relevant. Then, on a new sheet of paper, begin systematizing, organizing, cutting, and shaping that information. The essential categories are Personal Data, Education, and Experience.

1. PERSONAL DATA

No matter what form your resume takes, your name, address, and a phone number where you can be reached should appear at the top. Whether you include marital status, and age is a matter of personal choice.

2. EDUCATION

This section is also crucial to your resume (although the more experience you can claim, the less you need to dwell on this information).

It should include: the name of the institution(s) you attended and your major concentration; degree or certificate achieved (date received is optional); and honors, scholarships, and special awards.

High school need not be included if you have another degree. But, do include it if you have attended a unique high school with specific work-related training. Evening courses, professional workshops, and special training orientations should be listed.

3. EXPERIENCE

This information can be organized chronologically or functionally. Most people use reverse chronological order, starting with the most recent job.

(1) Job description should be brief -- those of earliest jobs the briefest -- but do indicate the specific tasks performed, the scope of your responsibility, your promotions and special recognitions.

(2) Words used to describe work should denote action and/or responsibility. Key verbs to use are: initiate, conceive, direct, supervise, implement, plan, administer, manage.

(3) Unpaid experience -- volunteer work, for example -- can also be included under Experience.

A "functional" resume may be more appropriate than a chronological one if you've always worked in a particular field (for example, teaching) and are working toward a particular objective in a related field (educational media). State your specific objective (Program Consultant) immediately after Personal Data. Then organize all work experience according to the functions you've performed (curriculum development, teacher training, teaching in experimental programs). A functional resume may also be better if you've had breaks in your work experience and find it awkward to weave paid and unpaid employment together. You may want to group activities under several broad-purpose categories (youth activities, community work, office work) and list appropriate positions chronologically within each heading.

MISCELLANY

References need not be included on a resume. Simply write: "References are available upon request". Prospective employers may ask for the names, addresses, and phone numbers of your references during an interview, so have them ready. If you choose to note them, be sure your references are aware of your plans.

THE FINISHED PRODUCT

Layout and visual presentation are important, Either a jammed-up page without breathing space or a six-page presentation is sure to end up at the bottom of the resume pile. Before your resume is typed in its final form, give it to a friend. Another person always spots a mistake or remembers an accomplishment you may have forgotten to include.

* Reprint from MS Magazine; November, 1973

Sample Resume
Traditional Long Form

Resume of
Jane M. Bowden

PERMANENT ADDRESS:
780 West Holmin Hall
Michigan State University
East Lansing, Michigan 48824
Phone: 332-6801

PERSONAL DATA: Height: 5'3" Weight: 109 Marital Status: Single

EDUCATION

1968 - 1970	Attended Big Rapids Junior College in Big Rapids, Michigan - Associate Degree
1970 - 1972	Attended Michigan State University in East Lansing, Michigan - Graduated with High Honors Degree - B.A. Major - Communication Arts

WORK EXPERIENCE:

1969 - 1970	Summers worked full-time as a secretary/receptionist at Cascade River Country Club in Grand Rapids. Immediate supervisor was Walter Windward, Manager. Worked entailed keeping accounts, typing, filing, correspondence with members and dealing with complaints.
1970 - 1971	Worked part-time as a secretary/receptionist at McDonald Hall at Michigan State University. Immediate supervisor was Mr. Chalres Drake, Manager. Typing and scheduling and student Feedback Newsletter.
1971 - 1972	Worked as an undergraduate Resident Assistant at Wilson Hall on the MSU campus. Immediate supervisors were Ms. Susan Part and Mr. James Mason. Dealing with problems arising from fifty undergraduate students living on the floor; primarily conflict resolution and small group programming.
1972	Summer - worked as undergraduate Resident Assistant in Gilchrist Hall on the MSU campus. Immediate supervisor was Ms. Kay Gilmore, Area Director.

PROFESSIONAL EXPERIENCE:

1972 - 1973	Facilitated encounter and communication skills groups for Psychology undergraduates. Groups consisted of same-sex groups, twelve hour and twenty-four hour marathon groups, co-ed grups. Immediate Supervisor was Dr. John Burley, Professor (Psychology Department). Purpose of the groups was to provide students with a microcosm of society in which they could learn listening and empathy skills, give and receive feedback, try out new modes of responding to others in an interpersonal situation; in short, helping others to grow and to change.
1973	Empathy training with the Drug Education Center in a community outreach program with residents of the East Lansing community. Similar to the above.
1973	Training in Interpersonal Skill Lab. Immediate Supervisor was Dr. John Jardeen, Professor. Learning communication skills and using the media (video tape and sound track) as a means of feedback.

INTERESTS: Creative writing, photography, cross-country skiing, bicycle repair, riding horses (Working-Hunter), group experiences, reading and Irish Setters.

REFERENCES:

Dr. Charles Base
Assistant Professor
Counseling Center - MSU
Student Services Building
East Lansing, MI 48824

Mr. Jack Schnabel
Director of Student Affairs
Lyman Briggs College - MSU
East Lansing, MI 48824

Reverend Warren Daley
First Presbyterian Church
Havorston, MI

Addendum B

OVERSEAS TRAVEL PACKET

PASSPORT INFORMATION

Passports are obtained at the Lansing City Hall (corner of Michigan and Capitol) in Room 3 of the Mezzanine. Phone: 482-1158

What to bring:

1) Two 2-1/2 x 2-1/2 inch square B&W photographs;
2) A $10 check or money order, and $2 in cash;
3) A birth certificate plus some other valid identification (preferably a driver's license).

A passport is good for seven years. If your passport has expired, you must go to Lansing City Hall and pick up a renewal form.

Local photographers who take passport photos:

Luke Photography
825 W. Grand River; 351-6690

$4.00 for 2 shots
$5.00 for 5 shots

Capitol Color Craft
215 S. Washington; 485-5308

$5.00 for 3 shots (takes 3-4 days)

BPS Studio
117 Gunson St.; 351-1477

$5.00 for 2 shots
($3.90 for 2 shots at special times)

Don DeKoninck's Studio
1113 N. Washington; 485-8253

$5.00 for 2 shots

Photo by James
1010 N. Waverly; 482-6014

$5.00 for 2 shots

INFORMATION ABOUT SHOTS

For information on shots which are required, call the Ingham County Health Department, 808 Southlawn, at 393-5960. There is a walk-in clinic which is open on the 2nd and 4th Tuesday of each month; from 8:30 am to 11:00 am.

The cost for international shots are as follows:

Smallpox - $2.00
Polio - $2.00
Typhoid - $2.00
Yellow Fever - $5.00
Tetanus - Free
Cholera -- Go to a doctor (at Olin Health Center if you are a MSU student)

24. The Final Volley:
Staff Response and Evaluation

The closing of the Center meant that the staff would be dispersing and with them would go a vast reservoir of insights and suggestions for the future. At the last staff meeting of the year, a party of parting, I gave them a set of questions to respond to. They ranged wide in subject area and elicited insightful and humorous responses. What follows is a very frank, consensus compilation. I have edited remarks for brevity's sake, but present them as important feedback data, as seen from within the organization.

A. INTAKE PROCEDURES AND RESOURCES

Q. What intake procedures were you satisfied, dissatisfied with? How would you redesign that aspect of the operation?

A. "The procedure was good as long as we weren't swamped. Wish I could have had more time with each person. Very unhappy with the lack of privacy."

"Needed a longer intake period, but the only way to gain it would be to make appointments with people or increase the number of staff on duty at one time."

"The intake forms were simple and left a lot of room for flexible answers that could be scribbled in without the student feeling like s/he was undergoing a written review."

Consensus: Basically satisfied

Recommendation: Needed more time with students, more available staff, and more private space for one-to-one conversation.

Q. What general category of material was most utilized? Least utilized?

A. Most: Youth Work/Social Service opportunities (including summer camps) Forestry/Conservation, Employment opportunities (Europe)

Least: Post-graduate opportunities, Travel information, general directories of government agencies, "most books on any subject, generally anything that looked too literary".

Q. What organizations were most requested by name?

A. "Not many people came in with specific organizations in mind ..."

"... few had any conception of the range of available organizations or opportunities."

"Beyond the Peace Corps and Vista most people were blank."

Concensus: The organizations that people seemed to use the most were:

Volunteers in Mission (VIM, "invest yourself")
Outward Bound
The Experiment in International Living
National Park Service
American Friends Service Committee
Whole World Handbook

Q. What general category of information would you omit from the Center resources?

A. "Employment. It's a misleading term and a category we really had no specific information on."

"Information on the Agency for International Development, and U.S. Armed Services. These do not represent 'alternatives' as we understand its meaning."

Comment: As C/AHED became known, we began to receive unsolicited materials. When they were from major agencies (AID), they were filed as general resources. In addition to the political objections of staff, such information was seldom if ever asked for, and only occupied much needed space.

Recommendations: Evaluate "alternative" opportunities/organizations more stringently.

Q. What feelings do you have about the preparation of materials and the filing procedures? Suggestions?

A. "Ugh."

"Too complicated. Staff spent too much time typing and filing instead of reading and helping."

"The preparation became an end in itself, i.e. reading 'to get it read', typing to 'clear up the pile', and filing to 'get it to students'."

"As simple and clear as it could have been under the circumstances. The routing slips which were attached to all incoming information were good. When staff wrote comments and opinions it was easier to remember the organization."

Comment: In spite of the general objection of the staff, the necessary jobs were done well and promptly. The system had two benefits, the staff read all materials and they had a real vested interest in the care and upkeep of the files since they knew of the effort that had gone into them.

Recommendation: Employ secretarial/clerical help (part-time would be adequate) to release staff for more time to read and be involved with students.

B. STUDENT-STAFF INTERACTIONS

Q. What type person was the most difficult to deal with?

A. "People with dead eyes; I find it frustrating, disconcerting, and aggravating to try to communicate with a statue."

"The, 'I'm sick of school and want to do something, anything, different' kind of people."

"The 'browser' who didn't want to talk to anybody."

"The geographic exclusivist, '... anything as long as it's in South America'."

Consensus: The most difficult were the unmotivated; the immature; and the Introverted, Thinker, Judging Types (ITJ).

Q. What specifically did you do with/for/to the "browsers", the "lost", the "I don't want to be helped"?

A. "Tried to clarify. If unsuccessful I left them alone until they asked for help."

"You can't be all things to all people!"

"Always explained the filing system, explaining it would make it easier for them while they were looking around."

"Remained available, because often their interest would be aroused after looking on their own for awhile."

"A 'browser' can create more confusion, misplace more information, and find less satisfaction than anyone else, so you have to really get into it with them in some depth."

"These types are usually inexperienced, unsure of themselves, or lack confidence in their ability to communicate ... be patient."

Recommendations: Work with staff on an in-service basis to refine skills and strategies to deal with these people. Taking a "hardline", not allowing students access until they can articulate a specific interest only forces them to invent one.

Q. What one person or situation stand out? What was your reaction to her/him or it?

A. Illustration 1.

"Dealing with a running roadblock is frustrating. What do you say? How do you cope with it? He walked in with his friend and wandered around as if he wasn't really interested, so I let him be. But after awhile he came over and said, 'so what is this office anyway? ... it's run by the church isn't it?' Me saying, 'No, actually we're partially funded by MSU, a foundation and United Ministries.' But he wasn't really listening to the answer and had already launched the next question! 'Well, what is this office for?' I started to answer but he cut me off ... 'Those green tabs that say you get paid, those are only for professionals ...' He looks at me for confirmation - first time he's looked directly at me. By this time the whole conversation is beginning to feel like a game - parry, thrust; attack, retreat.

Then he wants to know what they pay you for ... he wanted to go to Africa, 'how much would it cost?, what could he do? , would he need a language?' Sigh try again. How come he wants to come to closure so quickly - it's like he's trying to get negative answers from me! Somewhere, I said something about teaching opportunities, he flatly replied, that was 'no good without certification' -

AAAH! YOU DON'T NEED TO BE AN EXPERT TO MAKE A CONTRIBUTION.

How could I have gotten him to see that? He wouldn't look at me and wouldn't let me answer a question before he was posing a new problem. Then I had to leave for an appointment - I couldn't stay. Maybe with more time I could have done something - maybe not. He came in with his questions barricaded with answers ..."

Illustration 2.

"A Junior guy came in and said that he wanted to 'do something different'. I talked with him, I tried everything to get a clearer idea of where he was (had been), what he wanted. I pulled samples, examples, and a whole stack of resources, and got nothing in return but blank stares. Finally he said, 'Is there someone else I could talk to?' I was incredulous!"

Illustration 3.

"If I could just slow people down,
frantic rush
'got to have to'
'right away'
'I need this, don't you have anything more specific'
'I want to get out now'
'I want a job in ... '
'to go with my major'
Nobody stops long enough to be curious
to not to, 'have to'
But just to be aware of what's there
what's available.

The sea of possibilities seem to suffocate people. They look helpless and go under with 'yes, but's.' Today I got one. She started off with, 'What can I do to get out of here by June 15 ... it's late for everything isn't it?' She stayed 2-1/2 hours, we progressed through Peoples Yellow Pages, to V.I.M. and her wandering through files and cross-indexings, to Youth Hostels and alternative schools, to wilderness-survival seminars. It was a slow progression ... and she's coming back tomorrow!

to look and get addresses
for the future (?)

The irony: she left excited with the prospects because there wasn't any one thing that specifically interested her."

Comment: Only three instances have been retold here to give an idea of the variety of situations and personalities staff had to be prepared to cope with.

Q. What questions were hardest to answer?

A. "How can I get my advisor to give me credit for ... (complete this sentence with the name of any eccentric experience or remote location.)"

"Isn't this the Blood Bank?"

"I'm going to Montreal next week and need a job. I like music so where's the file for that?"

"What excuse can I give my fiancee for doing an independent study in Greece next term?"

"What do you think would be a good idea for my field study experience?"

Q. What things about the Center resulted in students becoming confused?

A. "Differing expectations. Many came in not knowing exactly what C/AHED was or they expected it to be a job placement center. So many people were overwhelmed by the amount and diversity of material ... they went into shock from information overload."

"We may have showed them how to use the Center, but they wanted to know what to find."

"We needed a better way to smooth the transition between the sparkling ideal (being part of a wilderness expedition) and the everyday reality of applying and being accepted for the experience."

"It was necessary to be very explicit about the function of the tabs in the 'special interest' card file, or people would end up with a list of organizations and not have the faintest idea about where to find them in the file cabinets."

"Perhaps we knew it so well and repeated it so often, that we began to take for granted people's ability to absorb it quickly."

"So many people didn't know where to start -- it was a wilderness of unexpected possibilities and terminology. If they had never seen or heard of things like state internship programs, they were starting cold -- like learning a new language at 20. More orientation and life experiences were needed by most people."

Q. What one explanation or statement did you find communicated best when orienting students to the Center?

A. "Always referred to the gray 'special interest' file drawers as similar to a subject catalog in the library. People seemed to grasp the idea very quickly."

"The red, green, yellow tabs on the folders are like a stop light system. Red -- you'd better stop and think, green -- go ahead, etc."

"The People Resource File is where you can find out about information from people who live right here."

"The best resource in the Center is the staff, don't hesitate to ask any of us for help."

C. THE STAFF

Q. How would you rate your own performance, over all, as to effectiveness? What were your greatest strengths/weaknesses?

A. All staff rated their performance very high. The most frequently noted strengths were a) experience -- first-hand knowledge about cultures, situations, travel, receiving organizations, b) ability to infuse reality into the staff-student relationship without discouraging alternatives exploration, c) comfort in relating to like "types", i.e. "I was especially effective with quieter types", d) talking/relating with a student of the same sex. Conversely, the greatest weakness mentioned correlated again to "types", i.e. "I had more difficult time dealing with outgoing, enthusiastic people, as I tend to be more low-keyed". And of course the to be expected "bad day syndrome", i.e. "I was less effective when I was feeling particularly intolerant or impatient that day due to ..."

Comment: The encouraging thing about the staff was that they, like all self-actualyzing people, were able to know themselves well enough that they could stand back, appraise their attitudes and behaviors, and make necessary adjustments. Their candor, lack of false pride or modesty was refreshing and vital to the quality of the operation.

Q. What problems did you personally have in the position?

A. "Only those related to trying to do a good job when so worried about money, the next exam, writing the dissertation."

"The same problem I've had in other helping positions. There were days when I felt hassled in my own life and didn't feel like taking on anyone else's needs. One of the advantages of a multiple staff was that we could help each other out that way."

"I felt really constrained by how little time I could give to a person on particularly busy days."

"Personality exhaustion. Some days after working only three hours, I felt like I had all the personality and energy of warmed-over broccoli."

Q. What behaviors do you feel are the most important for staff to have in order to maximize their effectiveness? Be specific.

A. The following were mentioned most often and in approximately this order.

1. Good listening skills, awareness, empathy.
2. Belief in and enthusiastic about the philosophy of C/AHED.
3. Enjoy people (talking, appreciating their desires of their own lifes).
4. Have some personal experience in alternative forms of education and be willing and able to share those experiences.
5. Good sense of humor.
6. "And when everything else fails, the ability to ESCAPE."

Comment: Amen.

Q. What one piece of advice would you give a new staff person if C/AHED were opening again in the fall?

A. "Good luck, you fool you!"

"You will not be able to help or assist everyone who walks in."

"Stay loose and enjoy."

"Be prepared to be humbled. You ain't as smart as you thinks you is."

"Don't panic ... a great oak from a little acorn yet may grow."

Q. Would you do it over again?

A. A unanimous, "Yes".

D. THE CENTER

Q. What comments do you have about the physical arrangement of the Center? How would you, given money, space, etc., re-design it?

A. "Enlarge the office threefold, separate the file cabinets from each other, have more comfortable chairs, have another set of 'special interest' cards on the table to alleviate the overcrowding."

"I'd have a loft where people could take the reading materials and get away, have some privacy."

"Ideally, there should be a separate in-take room where the values clarification process could go on without all the bustle and noise off to the side. That would take at least three staff at one time, I realize."

"What we should have had was an old house, complete with attic, window seats, hideway corners, towers, turrets and other quiet spaces that would provide space for talking and meeting and grouping and doing handsprings if someone felt like it."

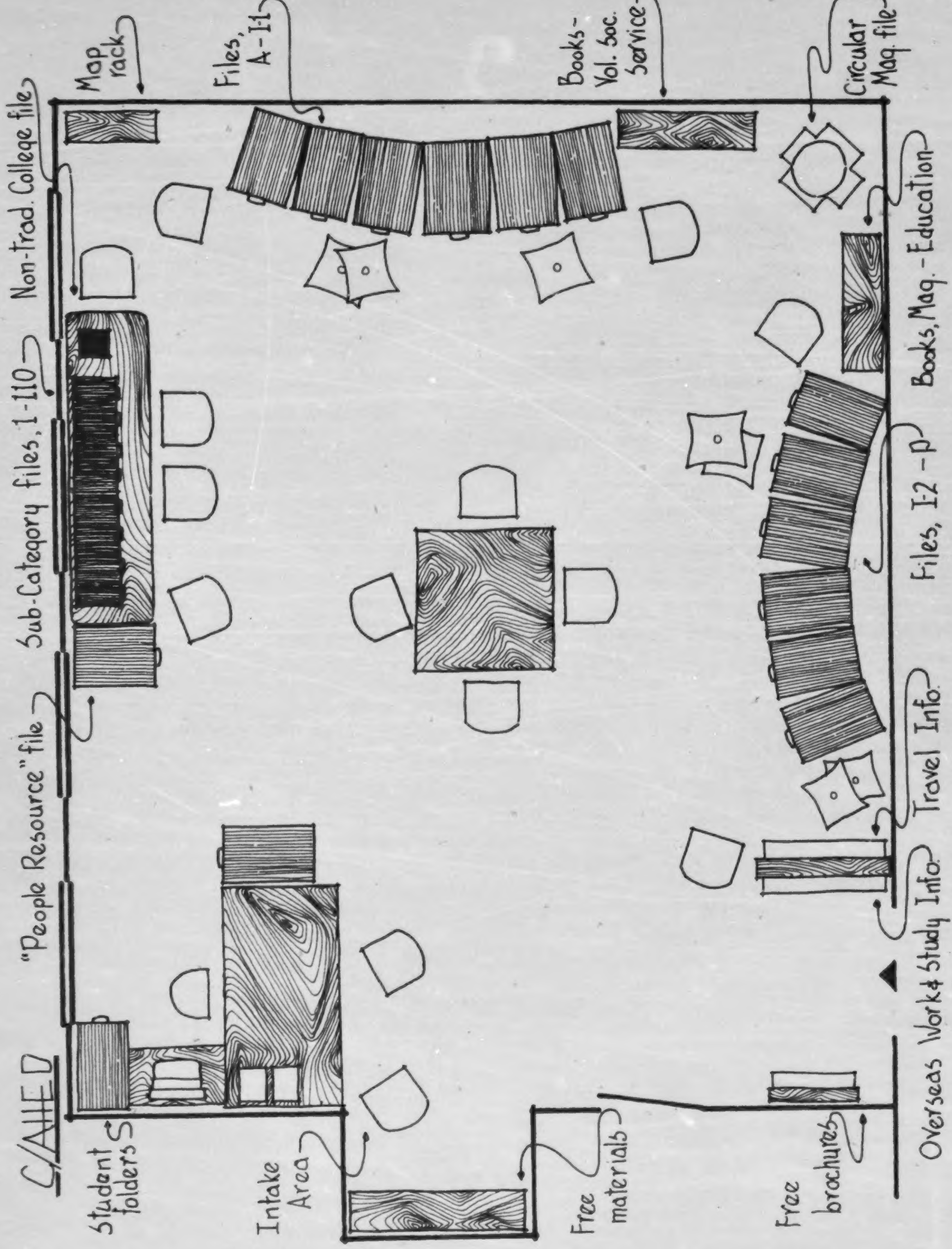
Comment: The room was 18 by 20 feet with four large windows along one wall. A good-sized area by general standards, but in our case it was crowded. Given the limitations of building and finances it served remarkably well. It is interesting to note that students using the Center seldom reported feeling as crowded or constricted as did the staff, perhaps that is because the staff members were not able to leave when they felt like it.

One other factor deserves elaboration. The equation between time and space is a significant and valid insight. The two do intersect in such an operation. Therefore it is important to provide both students and staff with these commodities. If one is slighted, it is at the expense of the other. All the great staff in the world with all the resources at their command can not hurry or squeeze either time or people space. Perhaps these four should be lifted out as essential ingredients, STAFF, RESOURCES, TIME and SPACE.

Recommendation: The "old house" idea sounds viable, although there might be problems with security, and staff could find themselves on the run a good part of the time. In the usual institutional setting it would be possible to creatively divide areas to gain variety and private space. The design and construction of lofts or decks is no mystery to the Theatre Department, they might be consulted; overlayed carpeting and pillows could create conversation areas, even the feeling of a pit or a low platform; divider "walls" of plywood, rope, macrame, paper, plants or posters mounted and hung together could be designed to form reading spaces and cozy places. Let the imagination run. We did, but then did not have the time or energy to bring our ideas to reality. Yet the Center, for all of its limitations, was functional, bright and exciting, and did provide the student with a marked contrast to the fluorescent sterility of the University library.

129

130.


C/AHED
Student folders
"People Resource" file
Sub-Category files, 1-110
Non-trad. College file
Map rack
Files, A-I-1
Books- Vol. Soc. Service
Circular Mag. file
Books, Mag.-Education
Files, I-2-P
Travel Info.
Overseas Work & Study Info.
Free brochures
Free materials
Intake Area

In conversations with the staff which followed the return of the questionnaire, one validating fact was made very clear. As the individuals who were the most intimately involved in the inner workings of the organization, who saw more clearly than any others the needs, frustrations, desires and satisfactions of students seeking to become meaningfully engaged in higher education, they reached the end of their C/AHED staff experiences firmly convinced of three things:

1. That students have real and legitimate needs for options and alternatives to traditional formal higher education.
2. That there is value and viability in the University housing a centralized repository of information on such opportunities.
3. That for the brokerage function to be effective for the students, the sending institutions and the receiving agencies, strong support services, staffed at least in part by trained and experienced students are needed.

25. The C/AHED Student: Self-Revealed

Further citing of demographic data is not the intent of this section. The students who used C/AHED profiled the same for both years of our operation. The distinguishing difference between Year I (see Developmental Step 17) and Year II was mainly one of quantity. What is of interest here are the two tools that were administered to a random sample of students who used the resources of the Center. The first instrument was an evaluation form covering many of the same questions to which staff had responded; the second was the Value Survey developed by psychologist Milton Rokeach[1].

The Need 1. To gather feedback from students on their perceptions, opinions and use of C/AHED in order that inadequacies could be studied, operational insights gained, and personal opinions weighed in case the Center should be continued by the University. 2. To obtain from students a rank ordering of their values in order to gain a better understanding of their value preferences in order to corroborate or refute our experiental perceptions concerning students within public higher education who seek alternative learning modes.

The Procedure From the extensive folder file of students who had used C/AHED during the academic year, a random alphabetical sample was taken. A workable number of one-hundred and forty names were selected from the nearly 750 active folders on file. This is approximately a 1 to 5 ratio. Those chosen were a representative cross-section of class, sex and college. Since this sample was chosen in early May, it excluded the month of May, or approximately 1/8 of all students who were served for the year. An open-ended questionnaire was prepared by staff and mailed with a cover letter of explanation, one copy of the Values Survey, and a stamped, return address envelope.

The Result One-hundred and twenty-four (124) students out of the mailing sample of one-hundred and forty (140) completed and returned the Evaluation form; one-hundred and twenty-seven (127) completed and returned the Value Survey.

THE STUDENT EVALUATION FORM

Two aspects of this may be of interest: the questions, for those interested in a survey of clients; and the responses of students, (opinions, feelings and facts), for those comparing services or needing data on a certain question or issue. In order to serve both needs, each section of the form will be identified by a Roman numeral and the questions will be stated as they appeared. Pertinent data and/or comments will follow.

I. PLEASE CHECK IF YOU:	Yes
1. Found experience/opportunities at C/AHED that interested you.	123
2. Copied down names of organizations to write.	117
3. Wrote for additional information or application.	74
4. Applied for a specific experience or opening.	34
5. Received a written response from the organization.	43
6. Were accepted by the organization.	17

If you answered "no" to #6, what reasons were given?

If you answered "yes" to #6, do you plan to participate in the experience?

If not, or if you are still undecided, what are your reasons for not participating? Please underline your most important reason.

Comment: The student responses to questions 1 - 6 have been inserted. This data provided us with only an indication of student use and involvement in the placement sequence. The majority of respondents were still in the process of deciding/writing/waiting to receive word from their inquiry or application. "Not yet" was a common reply. For exact information it would be necessary and extremely valuable to conduct a longitudinal study to determine actual placement since many students are looking for experience/opportunities one or more years into the future. As it was, 123 or 124 answered "yes" to item 1, and as of the time the form was returned, 17 of the 34 who had applied for a spacific placement had been accepted. The follow-up questions to item 6 produced insufficient responses for evaluation.

II. PLEASE COMMENT OR MAKE SUGGESTIONS ON THE FOLLOWING TOPICS RELATED TO C/AHED:

The Staff:

The Resource Materials, Files, etc.:

The Room Arrangement, Utility ...:

Comment: The response was 99+% positive in regard to "Staff" and "Resources", etc. Students overdid themselves with superlatives. Cramped office space was the only criticism offered by some students.

What words would describe your overall impressions upon arriving at C/AHED?

Comment: Words that were used included: "great, incredible", but also "surprised, overwhelmed, quiet, orderly", etc.

Upon leaving C/AHED?

Comment: "Pleased, grateful, thankful, on top of the world", etc.

In your opinion, what was the best thing about your experience at C/AHED?

Comment: "The diverse resources, the helpful staff, the atmosphere, the whole place!", etc.

The worst thing?

Comment: "Not enough time, too much material, too many choices, no coffee, needs to be open in the mornings and evenings," etc.

III. WHAT ARE YOUR OPINIONS ABOUT THE FUTURE OF C/AHED?

Do you think that C/AHED should be continued: Yes 124 No 0

Should it be located:
On-Campus 45 Off-Campus 11 Makes No Difference 67

Should it be sponsored and run by:
The University 25 Non-University Organization 28
Makes No Difference 69

Comment: It was interesting to find that the worries of many of the University personnel about the disadvantages of an off-campus location and the fears they had about a student service being related to a religious organization, did not materialize. The "Makes No Difference" majority indicates that "What" and "Where" is the important thing. There were, on the other hand, some very specific comments written in by those who thought C/AHED should not be sponsored by, or housed in, the University.

"I think the University has a responsibility to make this information available to students, but if it means that they will have control in what materials is used and how it is run, then keep them out."

"I don't think the University could keep the personal environment."

"The rascals would charge an entrance fee."

"The University can't handle the bureaucracy it has."

"To have it run by the University could wreck its flavor - I came because it was not one of the structured arms of the University."

IV. HOW DID YOU FIRST HEAR ABOUT C/AHED?

Posters _____My RA_____My Academic Advisor_____A Friend_____

A Hall Program_____In "What's Happening"_____Radio______

"The State News"_____Other________

Comment: Students listed in order: 1. A Hall Program, 2. Posters, 3. My RA (resident advisor), 4. A Friend, 5. The "State News", 6. My Academic Advisor, 7. Other, 8. Radio

THANK YOU FOR YOUR TIME AND COOPERATION!!!!!!!!!!!!!!

The Conclusion The Center was regarded as being of real value and a positive learning experience to the students sampled. They found it wanting in very little, were highly complimentary of the staff as persons and "brokers", critical of the University for not guaranteeing the continuance of the Center (frustrated that it might not be available to them when and if needed again). It still remained an open question as to the University's assuming responsibility for C/AHED. The questions of where, when, and by whom were yet to be resolved. Substantiated need, significant use, and influential support had been demonstrated by students and sponsoring colleges. What was still unclear was the degree of actual University commitment to the facilitation of experiential education.

* * *

THE VALUE SURVEY

The Value Survey is a self-administered instrument which takes fifteen to thirty minutes to complete. It asks subjects to rank order two different lists, with eighteen words in each. Each word (with a descriptive phrase beneath it in parenthesis) is printed on a gummed label. The subject is asked to pull the labels and arrange the words in order of value preference or importance, one through eighteen. Rokeach states that there are two kinds of values which the Survey seeks to order: terminal and instrumental. Terminal values indicate preferred "end states of existence" and are the most central or inclusive of all values. Instrumental values refer to preferred "modes of conduct".[2]

The unique thing about the Survey is its flexibility. The labels can be taken up and put down repeatedly until the most correct hierarchical ordering is achieved. The Survey is highly projective, somewhat like the Thematic Appreciation Test or the Rorschach, only in this case words are the stimuli. Consequently, there is more structure called for in the response, with far less ambiguity than is found with other projective tests. The Survey itself has some advantages not usually found in other printed instruments. It has a game-like quality, requires no pencil or pen, and allows for corrections to be made with ease. (I can think of no other instrument that could have been used with students, sent by mail, and which relied on a voluntary return response.) It is interesting to note that most persons will select the most important values first and the least important values last. This is useful if the Survey is used in a counseling or advisory process, for time need only be given to the selection of a few values for the purpose of discussion or clarification. Another possible use of the Survey would be as a pre- and post-field experience evaluation or reflection tool.

Our original intention was to administer the Survey to C/AHED users (students seeking alternative educational modes) and to a matched group of non-C/AHED users (students who showed no interest in exploring educational alternatives). Time did not permit this to be done. Nevertheless, we feel that the results shown here have given us, and we hope others, valuable insights into alternative-seeking students who are, we believe, different in some degree from the general campus population. We were not surprised at the results of the ordering. We submit them, not as a validated profile of a categorically-defined type of student, but as descriptive of those who seek out and use an alternative resource center. Draw your own conclusions, make your own comparisons with students you assist or may provide services for in the future. One impression remains with the staff. The students we worked with did appear to more clearly exhibit the values they identified as being most important (and thus ranked one through five), then did any other groups of undergraduates that we had worked with in our collective experience. Averaged results of the 127 respondents are as follows:

	TERMINAL VALUES		INSTRUMENTAL VALUES
1	**INNER HARMONY** (freedom from inner conflict)	1	**HONEST** (sincere, truthful)
2	**SELF-RESPECT** (self-esteem)	2	**BROADMINDED** (open-minded)
3	**FREEDOM** (independence, free choice)	3	**LOVING** (affectionate, tender)
4	**TRUE FRIENDSHIP** (close companionship)	4	**INDEPENDENT** (self-reliant, self-sufficient)
5	**WISDOM** (a mature understanding of life)	5	**IMAGINATIVE** (daring, creative)
6	**MATURE LOVE** (sexual and spiritual intimacy)	6	**INTELLECTUAL** (intelligent, reflective)
7	**HAPPINESS** (contentedness)	7	**FORGIVING** (willing to pardon others)
8	**EQUALITY** (brotherhood, equal opportunity for all)	8	**HELPFUL** (working for the welfare of others)
9	**A WORLD AT PEACE** (free of war and conflict)	9	**RESPONSIBLE** (dependable, reliable)
10	**A WORLD OF BEAUTY** (beauty of nature and the arts)	10	**COURAGEOUS** (standing up for your beliefs)
11	**AN EXCITING LIFE** (a stimulating, active life)	11	**CHEERFUL** (lighthearted, joyful)
12	**A SENSE OF ACCOMPLISHMENT** (lasting contribution)	12	**CAPABLE** (competent, effective)
13	**FAMILY SECURITY** (taking care of loved ones)	13	**LOGICAL** (consistent, rational)
14	**PLEASURE** (an enjoyable, leisurely life)	14	**AMBITIOUS** (hard-working, aspiring)
15	**A COMFORTABLE LIFE** (a prosperous life)	15	**SELF-CONTROLLED** (restrained, self-disciplined)
16	**SOCIAL RECOGNITION** (respect, admiration)	16	**POLITE** (courteous, well-mannered)
17	**SALVATION** (saved, eternal life)	17	**CLEAN** (neat, tidy)
18	**NATIONAL SECURITY** (protection from attack)	18	**OBEDIENT** (dutiful, respectful)

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1. The instrument is called "Value Survey", Form D, © 1967 by Milton Rokeach. It may be ordered from Halgren Tests, 873 Persimmon Avenue, Sunnyvale, California, 94087.

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Test-retest reliabilities from the Survey can be found in the latest Rokeach work. The Nature of Human Values, New York: The Free Press, 1973.

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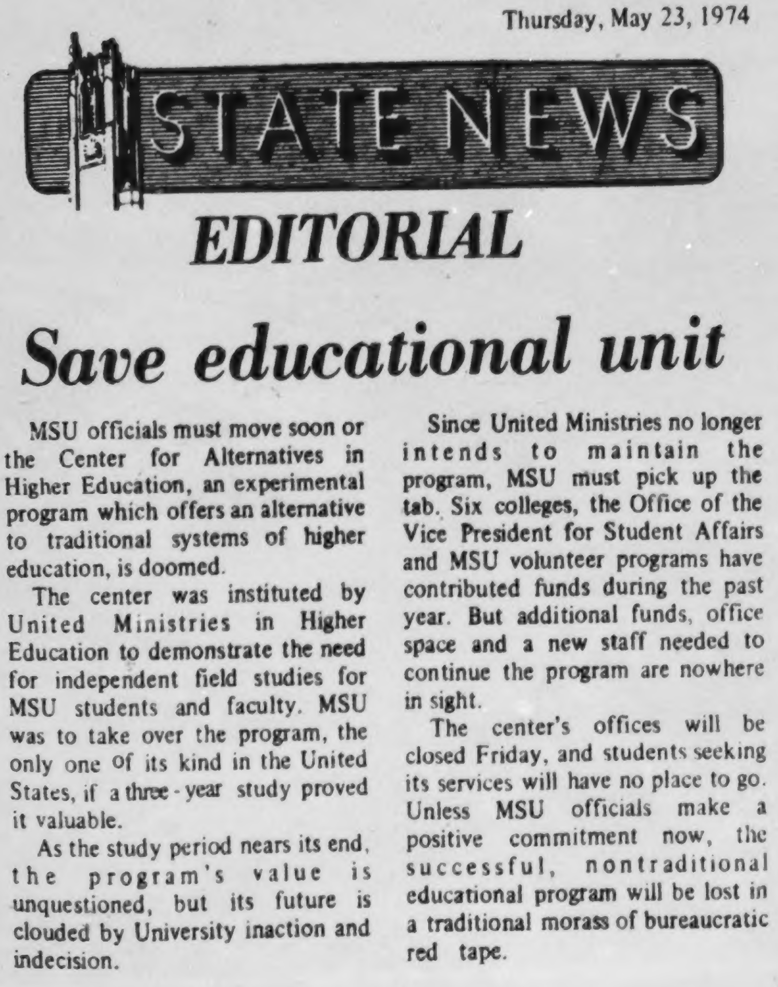

Thursday, May 23, 1974

STATE NEWS

EDITORIAL

Save educational unit

MSU officials must move soon or the Center for Alternatives in Higher Education, an experimental program which offers an alternative to traditional systems of higher education, is doomed.

The center was instituted by United Ministries in Higher Education to demonstrate the need for independent field studies for MSU students and faculty. MSU was to take over the program, the only one of its kind in the United States, if a three-year study proved it valuable.

As the study period nears its end, the program's value is unquestioned, but its future is clouded by University inaction and indecision.

Since United Ministries no longer intends to maintain the program, MSU must pick up the tab. Six colleges, the Office of the Vice President for Student Affairs and MSU volunteer programs have contributed funds during the past year. But additional funds, office space and a new staff needed to continue the program are nowhere in sight.

The center's offices will be closed Friday, and students seeking its services will have no place to go. Unless MSU officials make a positive commitment now, the successful, nontraditional educational program will be lost in a traditional morass of bureaucratic red tape.

26. A Reflection on Stages of Student Readiness

For the past three years I have been intrigued by the types of students that C/AHED has encountered. Clearly, students can not be lumped into a homogenous mass (only those awful national surveys which force choice "agree", "disagree" to simplistic questions seem capable of doing that). In that period of time some shapes and edges began to emerge. With the reading of an article in the Research Reporter[1] a few years ago, the fuzziness began to disappear and the outlines of specific types of students came into sharper focus. The authors of that article also dealt with identity stages of students, utilizing the work of Eric Erickson.[2] I would like to briefly expand on those concepts and make specific application to our experience.

Four very distinct developmental stages or conditions were seen in the students who came in contact with C/AHED. These stages appear to correlate with self-actualization studies and are progressive in nature. By far the greatest number of students seen by us were found in the third and fourth stages.

Stage 1. The Psychically Foreclosed Student

Typified by the student who comes to college with a predetermined (often other-directed) career or goal in mind, i.e. to become a doctor, to find a mate, etc. They appear closed to new directions; awareness of options creates anxiety; they chose peers who share their beliefs and values; and stay away from new ideas, places and people. It appears that the majority of their encounters while in college only tend to reinforce the attitudes and values they brought with them. Frequently it seems that their educational and career goals are highly utilitarian and not chosen for an intrinsic value. They seldom deal introspectively, often seem out of touch with their feelings, and have trouble putting things in personal terms. With these students the value clarification process appears to be a staff monologue. They will seldom utilize a non-traditional resource unless it is for practical or expedient reasons. They constituted the lowest percentage of C/AHED users.

Stage 2. The Situationally Foreclosed Student

They are students who seem not to have been exposed to alternative modes of thought, style or behavior prior to arriving at college. (This is an over-simplification, but the appearance holds true.) Like sponges, they soak up new experiences without a great deal of reflection and with few reservations. Unlike the "psychically foreclosed", they are not closed to options and are less anxious about leaving familiar support groups or structures. Due to their openness they may be prime candidates for crisis situations for the familiar which they have left has not been replaced by any tested coping mechanisms. When mature enough to learn from trial and error and employing introspection, they often move to become aware of a whole new range of options and opportunities. This metamorphosis can appear dramatic and often unexpected. When allowed to explore resources and interact with staff (perceived as "worldly adventurers" in some instances) their horizons were expanded enormously, although they seldom were ready at that time to act on their own volition. They seemed to be reading life in great gulps, too undisciplined at this stage to slow down and savor particular passages or major themes.

Stage 3. The Psychically Open Students

They seem to be in a delayed commitment or holding pattern. In experiential terms they are deeply engaged in a time of testing and exploration, introspecting their own and others' motives, opening everything to question. This is a period of reality-testing for them. As extroverts, they seem to seek out newness in people and experiences; as introverts, they may turn inward to religious experience or literature. While living intensely in the here and now, they speak in future-oriented terms. It is as though as accurate sounding of the channel must be taken before the ship can set sail. When the preliminary work has been done and they are at a "ready state" you can almost feel the energy build up. They are the excited pursuers of new life, but are not apt to act unless or until the way is clear, and the perceived goal is consistent with their inner convictions and an understanding of themselves.

Stage 4. The Actualized Students

They have achieved a clearly discernable degree of self-knowledge, confidence, and world understanding. They are basically honest and realistic in assessing their strengths and weaknesses; are commited to clearly articulated values; are flexible and enjoy the anticipation of challenges, new situations, people, places and work. This is the easiest of all the stages to deal with, and the most satisfying of all students to interact with, for they value a co-equal relationship and appreciate resources that will allow them to move toward well-defined needs and goals. When or if they will sail is never the question, only to where and how remains to be resolved.

* * *

Again let me state that a great deal of assistance is available to us in understanding the student and her or his development and needs. In this book we have mentioned four: the Myers-Briggs Type Indicator; the Learning Style Inventory; the (Rokeach) Value Survey; and the four-stage taxonomy of individualized development. Many more are available; but we have at our disposal tools and perceptions that will facilitate the preparation, delivery and evaluation of experiential learning. As different personality types, developmental stages, and needs are identified, different experiences can be suggested for students. The variety of opportunities -- secure and high risk, short and long term, inter-and intracultural, supervised and not -- make our repertoires highly significant, for we have the capacity to facilitate the growth of the whole person, regardless of her or his stage of development.

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27. Incorporation!

In March of 1974, the final year of C/AHED's operation, a proposal was written and submitted to the Provost of the University. The proposal recommended, "The Establishment of a Field Study Facilitating Office at Michigan State University, and that the Center for Alternatives In/To Higher Education (C/AHED) become a part of the new office". It was further recommended that the Field Study Office be located in Justin Morrill College and that C/AHED be attached to that office, Fall of 1975. Almost one year later, the intent of the proposal with some funding revisions and a name modification was approved by the Provost of the University.

As this book goes to press, it appears that our three years of planning and operation have proven the need for, and value of, a fully-staffed and functioning resource of the C/AHED model within the University. And so, September of 1975 should see once again, (and hopefully every thereafter) a Center, by whatever name, open for the use of students desiring to expand their experiential learning environments.

The transition of C/AHED into the University should be made with no trouble, for the current director of the Justin Morrill College Field Study Office was one of the original members of the Policy and Evaluation Group and will be the new Director of the Field Experience Education Information Office; the current Associate Director of C/AHED will become the new Director of C/AHED; and I will become one of the advisors to the office.

Once again the plan of United Ministries in Higher Education for creating a much needed special service unit, in conjunction with farsighted University administrators and colleges, has been realized. A new idea has been birthed, a fledgling institution nurtured, and now it must be released with all rights relinquished. I would be less than truthful should I claim that there is no remorse and some tinge of sadness in letting go - a thing that has been so close for so intense, but short a time. But the happiness of new possibilities and growth far outweigh the sadness, for hopefully when all of its origins, and the names of those who were its advocates, fade from memory, its philosophy will still be informing institutional policy and its resources facilitating higher learning for those students who will, no doubt by then, take it very much for granted.

"For everything there is a season, and a time for every
matter under heaven:

a time to be born, and a time to die ...
a time to breakdown, and a time to build up
a time to keep, and a time to cast away
a time to weep, and a time to laugh ..."

Ecclesiastics 3:1

Center offers learning alternatives for students outside of classroom

By LINNEA BOESE
State News Staff Writer

Ringing the small room are rows of low gray file cabinets which hold 150,000 learning opportunities outside the traditional classroom. It is the the only collection of such resources in the United States.

This is the Center for Alternatives in / to Higher Education, 1118 S. Harrison Road, where students looking for a new service or educational experience can find listed almost anything from an art workshop in Florence, Italy to social work in Appalachia.

Information from more than 1,000 private, religious and government agencies has been cataloged and cross - indexed to provide a focus on opportunities which would provide pre - career experience and would supplement an academic area of interest, Don Ward, director of the center, said.

The 89 specific interests in the list range from agriculture to youth services.

The program was started by the United

academic units in MSU.

"We hope that in the future it will become part of the University completely and the United Ministries can be phased out," Ward said.

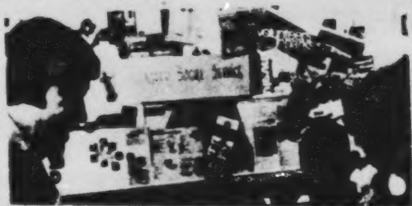
It is currently sponsored by eight colleges including Communication Arts, Justin Morrill and Urban Development; and the vice president for student affairs; volunteer programs and the Continuing Education Service.

This University support has led to increased student use of the resource center as departments have encouraged them to use such "alternative" experiences fo. independ credit.

The staff c served and p the term beg

Medical found opport of preprof doctoral can research topic

Some of t Ward emphas



fice proposed

ate and local social service agencies nd the proposed internship program of e College of Urban Development tennify the need to deal with the oblems identified in this study.

"The necessity for such facilitating fice at MSU is heightened by reasing need expressed for more mmunity based learning experiences the students and leaders in higher ication."

The cost of the new office is mated at $45,000 for a direct stant director and secretary.

Possible sources of funding which been mentioned are the campus s which offer field study or the munity agencies who use the ces of MSU field study students.

addition to the staff

committee recommends an advisory board of representatives of campus field study coordinators and community organizations be appointed.

Among the benefits which the ad hoc committee predicts the new office could provide is the role it would play in lifelong education.

The proposal states that through academic work arranged through the office, new opportunities could be developed and offered for state and local government employees to earn credit toward advanced degrees and acquire skills to upgrade their jobs.

Students would have more opportunities for pre - professional experiences and to explore occupations. They would also have the opportuni ly work for social change and olved in another culture or sub of this society.

professional growth and nt of faculty and agency would be enhanced by this , the committee writers, also he "symbiotic roles in ' of the University and the ."

mmittee lists eight ways the would benefit from the of the office: (1) the of efforts to arrange and field placements could be (2) community resources more fully used; (3) lifelong opportunities could be (4) the University could its 'relationship with agencies and increase its service,

(5) A consistent policy and realistic approach to the cost of field placement programs could be developed; (6) a means for evaluating program costs and appropriate faculty work loads in connection with field placement programs could be developed; (7) the centralized office could identify more field experience opportunities the establ

Special learning center to close

By DENISE CRITTENDON
State News Staff Writer

The Center for Alternatives in Higher Education (C/AHED), will close Friday after several years of providing experiences and ities for students to ed.

ED was founded by

Whether the University responds to C/AHED depends solely on MSU's future budget, said Armand Hunter, director of Continuing Education at MSU.

"That will be determined sometime after the University funds are approved by the legislature and the departments and colleges know what the budget will be for the coming

colleges of Human Medicine, Social Science, Urban Development and from Justin Morrill, Honors and University colleges. Funds also come from the vice president for student affairs and MSU Volunteer Programs.

Representatives from most of the colleges contacted were unsure of the future funding for C/AHED.

explained that, ng the closing of , he and C/AHED ember Jennifer Ess, or, will begin work on valuating their efforts. t will be financed by a rth Grant, which is to valuable educational ents. Its main purpose form interested colleges fessional organizations et up similar projects or tives to traditional

Mexico and Florida to obtain information about the center.

"I'm optimistic about it. What we've done will make an impact on higher education nationally in the field of nontraditional education," Ward said.

The chance of participating in a form of alternative education is very rewarding because it offers a certain freedom over traditional education which requires you to be "geographically bound,"

he said.

"Formal higher education conceives of itself as relying on resident requirements such as student - teacher relations and the whole thing of being tracked through school.

"Higher education should be like a moving sidewalk. "You should be able to get on and off as your needs vary."

C/AHED will be open until 4:30 p.m. every day this week. It is located at 1118 S. Harrison Road.

The list offers experience for medical students in Project Hope, a term of living in an Israeli kibbutz, participating in work - camps in Mexico or Africa, and training in the technology of field oceanography during an on a research

se who

trouble defining want, Ward sa center offers co student who is i alternative educ summer, a term must first go to five satellite campus, where the student p needs and intere

ARCHEOLOGY, ANYONE?

Alternative jobs listed

By JIM BUSH

More than 35,000 job and educational opportunities around the world are listed by the new Center for Alternatives to Higher Education.

"We want to help students find real life educational opportunities beyond the scope of traditional college classroom instruction," Don Ward, director of the center said.

The center is sponsored by United Ministries in Higher Education and several University organizations.

Among the center's listings are a free school for Alaskan Indians, a project to raise a sunken ship off the coast of Florida, a position assisting in a British archeological excavation and a job squeezing grapes in a French wine distillery.

— at the Counseling Center, Justin Morrill and University colleges and Fee and McDonel halls.

The volunteer there can suggest various opportunities according to the student's main interest. Each center has card files listing the opportunities. The main center is in the United Ministries headquarters at 1118 S. Harrison Road.

Once his major interest areas have been discussed, he student is sent to the main center to learn more about the specific service or travel opportunities in which he is interested and find out how to get in touch with the key people involved.

"Each of our volunteers has been trained in value clarification counseling," he said. "They can help a

an extensive "people resource file" which provides the person interested in, for example, a bicycle trip of central Europe with list of the people in the East Lansing area who have informed the center they have already been on one. He can then contact them to find out tips on places to go and hassles to avoid.

The center offers opportunities in five areas: social services, education, employment, travel and alternative living.

Ward said the center is part of a trend in education but claimed the center itself is unique.

"To our knowl

feasible enough to h

an alternatives center does not exist anywhere in the United States," he said.

Thirty volunteers from the MSU faculty, staff and student body have been recruited by the center to help students who want to explore alternative opportun

BERS INCREASING YEARLY

SU students study abroad

the rainforest of Nigeria, Rovigo in icultural area z of Padua, Italy, ckholm, beautiful of the North" in

of London in the English countryside, are new locales for overseas studies courses which MSU is sponsoring during the coming year.

About 400 MSU students study abroad each year, in by the

University, by consortia and through the cooperation of the University and other institutions.

"The number of American youth, including MSU students, studying outside the continental States is increasing

Educational Center's headquarters in Zurich, Switzerland.

MSU will continue Junior Year at Freiberg, Germany; Spring Term in London, England; Summer Program in Mexico City and, with Hope College, a program at

Music will be table d'hote at the Rovigo Music Center, an extension of the University of Padua. A social science program is planned for Stockholm, and an exchange program involving both English and American youth is set for Surrey.

Information of the 1973 -74 overseas courses may be

Students have a chance to 'see ahead'

A college dropout . . . A student who "just isn't making it" . . . A person seeking a "meaningful experience" . . . Students looking for education not only in the classroom, but in the world . . .

Students with these personal problems have a new place to turn for answers. The Center for Alternatives in/to Higher Education (C/AHED) at MSU was established fall term to assist in providing answers.

"C/AHED exists for the purpose of helping people get in touch with themselves and the world through real and tangible experience," according to Don Ward, program director.

Ward is one of four associate directors of the United Ministries in Higher Education at MSU which initiated the C/AHED program. The program receives sponsorship from University College, Justin Morrill College, Counseling Center, Residence Hall Programs and the Office of Volunteer Programs. It also has the support of Dorothy Arata, assistant provost for undergraduate education.

The MSU program is among the first in the nation and is the first of its kind in state - supported institutions.

"State - supported schools

Counseling and Growth Center and McDonel Hall.

In addition to a staff of trained counselors, the center and its satellites contain information, pamphlets and brochures on world-wide alternatives to being a student.

Ward said that the center subscribes to more than 50 publications and has on file approximately 40,000 different opportunities.

"The counselors are volunteers, and University work/ study personnel have attended intensive training workshops dealing in 'value clarification counseling'," Ward said.

"This type of counseling helps a person determine answers to such questions as 'who am I and where am I going'."

According to Ward, students are sent to the counselors and the center through various referral methods such as the Counseling Center, and departmental and academic advisors.

"The students are asked to complete an information file in the Counseling Center. This helps us establish a basis for human contact," he said.

In addition to providing assistance to alternatives to higher center helps plan h areas as overseas d cross - cultural

orking on a file on all into world - wide as a personal resource nts," he said.

the center, which is ers of the academic a pilot program and at the end of two

the end of two years to legitimate these ences and discover ollege dropouts going am return to college formal education." ED and to provide

'Look ahead, think ahead, with C/AHED'

New career opportunities await students,fa

For most students, higher education and career planning consists of sitting in classrooms for X number of years, fulfilling the requirements of a particular degree program, and walking away at the end with a degree or qualification certificate. There is certainly nothing unique, or necessarily wrong with this age-old mode of education.

Many students, however, find themselves confused and undecided about what to do with their lives. They often begin the process of "floating around", which has little meaning or direction, and more times than not leaves th the same state of mind a fore.

Other students may be cessfully pursuing a deg program, but feel that s experience outside the room would be valuable i ing them added knowledge insight in their areas o terest.

Unfortunately, in bot students are usually eit unaware of or unable to out anything about what tunities and experiences available.

Hoping to alleviate t frustrations, hassles, a dead-end alleys that stu and faculty face in this gard, a world-wide resou

Education - MSU, a non-profit organization supported by the 10 Protestant denominations whose sole purpose is to develop projects which facilitate innovation in higher education and address critical issues which face students and faculty of the university. Perhaps the best known and successful project developed in the past is the Good Ship Hope, a floating hospital which treats millions of people throughout the world every year.

Don Ward, director of C/AHED, and the driving force behind the organization and development of the center, told the Critique

from agriculture and plastics to photography and theatre, and from cultural studies and kibbutzes to urban/regional planning, Black and Chicano activities, and music. In the health field alone, there are opportunities in rural/urban community mental health, rural/urban health care, nutrition, and sanitation, hospital clinic services, and administration, vet. medicine and animal husbandry and rehabilitation: prison/half-way houses/alcohol/drugs. Information concerning travel, employment (whether student part-time, full time, professional), those offered (summer, school year, or both)

students from MSU, and only center of its magn or kind in the country, presently supported by Danforth Foundation and ber of colleges and di of MSU, of which the C of Human Medicine is o are people that believ alternatives to formal education are necessar that learning outside classroom is valuable intentionally sought, fully selected, and ca prepared for. C/AHED w hopefully be taken ove run by MSU in the nea Ward said.

Over 120 college

Center offers education options

By LINNEA SLATER
State News Staff Writer

There is another way to get a college education. There are hundreds of other ways.

A Center for Alternatives into Higher Education is a group of MSU and off - campus units that exists to help students find these opportunities.

"The trend now in higher education is to begin using alternatives in education," Don Ward, director of the center, said.

structured program from his freshman to sophomore year and wants something else."

Ward said that 80 per cent of the students who graduate this year will work in jobs for which there is no training available. Many of these students want a different kind of college experience, one that allows them to get out into the world.

The center has researched world - wide

to provide the student with a resource center.

"We know of no other place that has a composite listing of all these facets of the opportunities," Ward said.

The list offers experience for medical students in Project Hope, a term of living in an Israeli kibbutz, participating in work camps in Mexico or Africa, and training in the technology of field oceanography during an expedition on a research schooner.

that sponsors programs for human benefit in the university community, is operating the center as a two - year pilot study with the cooperation of MSU.

Ward, director of the United Ministries, began dreaming about establishing the center when he and his wife talked to American students "tripping" through Europe. They all said that they needed a different experience of life than the University could offer them.

Most students have

helps the student pinpoint his needs and interests.

The satellite centers are located in Justin Morrill College, University College, the Counseling Center, the Fee Hall Counseling and Growth Center and McDonel Hall.

The main center, located at the United Ministries for Higher Education, handles referrals only from the satellite centers.

In addition to the master files of all available

Once a student has made his choice, the center helps him prepare for a cross - cultural experience in preparation seminars. Re - entry or reflection seminars offering returning students a chance to discuss the impact their time in the culture.

"The center is not intended in any way to merely help students get a job," Ward said.

"Our resources are here to help the student who wants to interrupt his

Of all the words of mice and men,
the saddest are...
it might have been.

K. VONNEGUT

V ~ WHERE DO WE GO FROM HERE?

143.

Field Experience Based Learning: Transition and Challenge

Presumably the values and goals that inform liberal or general higher education should be of such obvious benefit to the student and the society that no substantive quarrel could be found with them. That is, that by knowing what they are, we should be capable of creating instrumentalities that could design and administer experiences or opportunities that would insure the existence of such values and perpetuate their development. But this does not seem to be the case -- there is trouble in the groves of academia. Certain verities, so we are told, of humanness and culture, stand impervious to the eroding forces of time, or the occasional displays of societal barbarity. Why then does it seem that academicians endlessly pursue the process of rediscovering the wheel, or reformulating and restating the wisdom of the ages?

I just had an irreverent vision. The world will not come to an end in a fire ball of hydrogen hatred, not with a bang or a whimper, but with a thousand "important" commissions and committees all deadlocked at the same time -- on a point of parlimentary procedure.

I must be either too young to know enough, or too old to know better, but it escapes me why intellectuals seem so incapable of learning from history. The values of a liberal or general education have been set forth in similar form, if not in like fashion, by every generation. Derek Bok, President of Harvard states them succinctly (again). He says that the values of a liberal education are:[1]

1. Acquiring information and knowledge

2. Acquiring skills of habit and thought
   Communication: oral and written

3. Developing qualities of mind
   Capacity for open-mindedness
   Capacity for commitment
   Respect for facts
   Emotional and psychological awareness and stability
   Appetite for continued independent study

4. Acquiring understanding and competence in the Arts
   To experience and appreciate literature, music and art

5. Developing judgement and values
   Of a personal, social, and vocational nature

Dana Farmsworth in an excellent issue in Daedalis restates them within a context of universal values and explains that they cannot all be taught in the traditional sense, but can be learned and trasmitted through example and experience. She holds the goals of liberal education to be:[2]

1. Attainment of sustained interest or curiosity in many areas of knowledge and the capacity to narrow the range to manageable proportions for self-development.
2. Respect for the physical, spiritual, and personal resources that make satisfaction possible.
3. Acquisition of communication skills that permit life-long learning.
4. Awareness of one's own intellectual heritage and an appreciation of the heritage of other societies.
5. Knowledge of human behavior in all of its forms.
6. Respect for all human beings.
7. The ability to formulate processes by which the values essential to a civilized society are transmitted.
8. The achievement of a proper balance between self-regard and concern for the welfare of others.

I would contend that most educators could agree, in principal at least, with Bok and Farnsworth, the inevitable arguing over emphasis and semantics not withstanding. Why then does higher education as we know it, with but few exceptions, set about in so obvious, but seemingly oblivious manner, to minimize, curtail, cut down and obviate these very values and goals? Why does it not practice what it preaches? For example, it is now fashionable to insist that upon graduation every student should have certain functional competencies (that means employable skills) in order to perform some speciality task so that the technological society can be sustained. On the other hand, however, the University proclaims that a student should develop in mind and spirit, become learned, moral and refined, in order to bring humanness and culture to the technological society. The rub comes not in the articulation of these two goals, so neatly juggled side by side, but in the allocation of resources to implement them. In the case of the former, we reward it, demand it, and in some quarters even venerate it. We only espouse the latter, we denegrate it in practice, and make it "optional". Then we wonder why large numbers of students express dissatisfaction with their education. The fact is that they see (we could if we would) that the values espoused in liberal education are not manifested in a clearly and consistently demonstrable way. In short, most of us in higher education are living a lie, the secondary tragedy is that we live with it so comfortably.

The great majority of students that sought out C/AHED were clearly at odds with a system that swung such a double-edged sword. They had found that one edge could cut (no little suffering results from arbitrary requirements and poor or indifferent instruction), while the other edge was so blunted it was unuseable even to cut red tape on their behalf. They had learned well, they had punctured the veil of words to see written clearly on the wall the slogans of institutional perpetuation. The irony was that they had gained "wisdom", but were perceived by the palace guard as being out-of-step (they were out of step). They were threatening, and were becoming more than was expected of them. Frequently students allude to the practiced double standard in their education. No less frequently faculty ask, "What is it that students want?" The assumption is that they have everything. Underlying their question is an anxiety about those who will not value what they value, will not aspire to their aspriations, will not settle for what they have acquired.

If we are to advocate the appropriateness of alternative education, it is imperative that we take more seriously the task of educating the educators who are often more concerned with developing their band-wagon hopping agility that in building a learning system that is pluralistic enough to meet the personal and social needs of a great variety of individuals. The task is formidable, but far from impossible.

Higher education today is also acting out a social-personal split by reinforcing the dichotomization of the two essential components of human wholeness: thinking and feeling, or the cognitive and the affective. Such emphasis and treatment can only result in added strain and defection (if not actual then psychological) of students from higher education. These two aspects are not inherently opposed to one another. They are interdependent and essential. Without each being recognized and developed, distortions occur that interfere with the most elemental learning processes. The students we saw continually reinforced this conclusion. "Bring it together", they said. Their desire for an integration of those two dominant modes is not unrealistic. What is unrealistic, or better said, not founded in reality, is the insistence by many intellectuals that they are separable and unequal. This is why the field study programs that seem most viable are at the center of the unifying process. As an example (and there are many that could be cited), look at the Justin Morrill College field study program requirements.[3] They identify the following competencies which are to be successfully met in the course of the learning experience. Here we can see that the value placed on conceptualization and cognition is equal to that placed on affective growth and personal skills development.

1. Information Source Development: The ability to use many information sources within a social environment. The student should, therefore, develop information gathering skills such as observing, questioning associates and chance acquaintances, and listening with case.

2. Values Clarification: The ability to utilize values clarification processes in understanding ones own values, attitudes, and feelings and the ways in which these influence behavior.

3. Cultural Understanding: The ability to develop an awareness and understanding of the values, feelings, and attitudes of people in another culture and the ways in which these shape and influence behavior.

4. Interpersonal Communication: A person should not only develop the skill to listen well and speak clearly but also to be sensitive to non-verbal communication, i.e., the messages available from physical movements, facial expressions, and the quality of face to face encounter.

5. Commitment to Persons and Relationships: The ability to become involved deeply with people; to be able to give and inspire trust and confidence, to care and take action with and for them in accordance with ones concerns.

6. Decision Making: The ability to come to conclusions and take action in spite of inadequate, unreliable, and conflicting information. In making decisions in a cross-cultural setting a person must learn to trust feelings, searching for the best possible course or the most viable alternative.

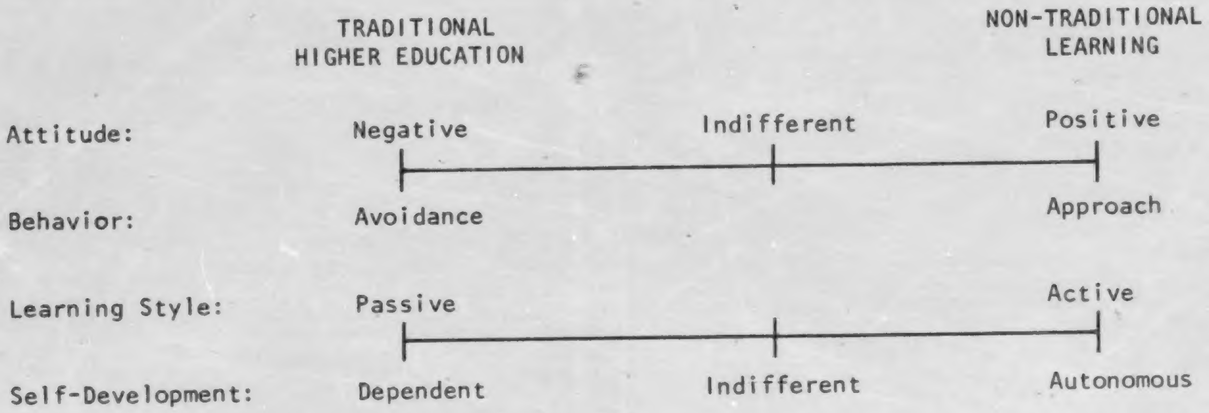
7. Written Communication: The ability to communicate the results of the Field Study experience in terms of knowledge of another culture, self knowledge, and the changes if any, which the experience brought about in the student's attitudes, values, interests, goals, beliefs or convictions. Additional skills needed by those students who choose a Field Study which includes a concern for social change.

8. Commitment to Causes: The ability to become involved in causes and objectives embedded in the here and now and embodied in the groups and persons in the immediate social environment.

The concept of "psychological success" is critical to this discussion if the field study learning experience is to be maximized. The concept as explicated by Kurt Lewin states that individuals need to define their own learning goals, develop their own paths to the goal, relate the goal and the paths to their central needs, and be challenged in achieving the goal in a way that their abilities (competencies) are increased.[4] Prominent social scientists Abraham Maslow,[5] Kenneth Kenniston,[6] Walter Sikes,[7] and J.V. Gilmore[8] have all spoken to this concept, i.e., the linking of needs assessment, goal setting, and actualizing behavior. And yet higher education functions in such a way that sutdents have little effect in these three vital realms. Typically they are told where to live, what to learn, what resources are to be used, who will teach them, what learning style is acceptable and what role in society it is best for them to prepare for.

Eighteen years ago the Jacobs studies[9] shocked the academic world by asserting that students in college did little more than adjust to the campus climate. The all-pervasive intellectual and social changes that were imagined to be taking place were clearly not materializing. The reverberations soon died down, and higher education went back to business as usual. The only major changes occured in the weakening of the student affairs divisions in colleges and universities ("They must not be as necessary as we thought"), and in the strengthening of the academic disciplines with their every-growing specialization, and increasing number of experts. Somehow the myths lived on ("Higher education was to be all things to all people"). Subsequent studies, notably those done by Martin Duberman[10] indicated that "... four years of college do not initiate or further, but dampen and destroy efforts at self-exploration. They [administrators] make certain that the students' energies are directed at tasks set by them rather than by himself; they encourage him to define his worth in terms of success and earning their approval ..." Duberman concludes with a warning. "What he is not taught, is that that orientation carries a high cost: the acceptance of disguise as a way of life ..." Another way of saying it is that the needs of faculty and administrators often interfere with the learning of students.

Public education at all levels participates in this oppression. Schools tend to reward passivity, dependence and the acceptance of externally imposed goals. Reduced to simple graphics, many students report seeing themselves on a continuum between what initially appear to be exclusive poles. Stated in extremes, there is no question as to which pole human beings generally gravitate, but if it is perceived by students that that pole is really not an option, then they face a true dilemma. Many do.


TRADITIONAL HIGHER EDUCATION
NON-TRADITIONAL LEARNING
Attitude:
Negative
Indifferent
Positive
Behavior:
Avoidance
Approach
Learning Style:
Passive
Active
Self-Development:
Dependent
Indifferent
Autonomous

Question: How does a student move away from a passive, dependent learning orientation while immersed in a structure that reinforces it? How does one find the link between conceptualization and implementation, between idea and action, when "waiting" is enforced by academic barriers and institutional policy? Answer: The student has the choice of acquiescing, adapting, revolting, or leaving. But why should the student be faced with the choice? (Is being beaten down or driven out a choice at all?) It is the institution that must change. Intellectual, affective, esthetic, ethical and social development can certainly all be accomodated in a learning community. Rensis Likert says, "... the processes of the organization must be such as to ensure that in all interactions within the organization each member, in the light of background, values, desires and expectations, will view the experience as supportive and one which builds and maintains a sense of personal worth..."[11] Settling for anything less is folly. Higher education can no longer be seen as a holding action, a sort of limbo between childhood and the real world, a neophyte white collar wonderland or a neo-Platonian prep school. The changes that are being forced on higher education may be the harbinger of difficult times, but they also hold the hope that because of such changes, institutional inertia may be overcome, and some significant changes in learning for the benefit of the learner may come about.

It is in this context that I see academic units which are providing experiential learning as potentially important models for higher education, for they are initiating and implementing programs that facilitate comprehensive student growth and development. They are particularly important in a time when the labor market is tight and survival needs preempt time and resources for the creation of new programs. And yet the most recent study of the National Commission on the Financing of Post Secondary Education reports that when students from 188 institutions were queried as to the single most important reason for their enrollment, the first response given by 34% was, "self development". Second was "employability", with 25%. Eight-three percent (83%) agreed that internship programs would make education more valuable.[12]

Other studies show that personal goals and value considerations play an important part in student entry and exit patterns. Stanford University found in 1974 that one out of four students had taken a "leave of absence" from school.[13] The top three reasons given for interrupting their education were financial problems, 44%; an attempt to clarify personal goals, 42%; an opportunity to travel, 27%. The study further found that only one-third of those who left to clarify their goals actually found clarification.

Can there be any questions as to the role experiential learning units can and must play in higher education today? A strong advocate position is not only justifiable, it is essential. But practical advocacy takes us back to where this book and the C/AHED experience started. Back to dealing with institutional realities, back to understanding political implications, back to knowing our own values and competencies. The most crucial factor in gaining influence in one's institution is in the forming of relationships, alliances, identifying support groups and individuals within the academic community who hold similar values and ideas about the purposes and goals of education.

If we dare believe our own experiences and perceptions about students, their growth patterns and needs, then we must be prepared to return the fire, answer the questions, and redirect the arguments against experiential education. Ernest Lynton, Senior Vice President for Academic Affairs, University of Massachusetts, and a proponent of experiential education, states that inevitably four key questions will be asked of those proposing non-traditional programs:[14]

1. Is it education?
2. Can we afford it?
3. What about prior learning experience?
4. Why should we bother?

These are remarkably practical and insightful questions. I suspect that most of us have answers formulated for them. If not, then reflection and serious research is in order. If education is the acquisition of the art of the use of knowledge, then we should be the first to demonstrate it. Higher education is at a crossroads. We are privileged to be at a place in time where we have a clear view of that junction. The speed, the intellectual dexterity, and the personal style with which we move, will be of fundamental importance to the future direction of higher education.

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A Time For Choosing

Experiential education, field-based learning, lifelong learning, continuing education, or whatever terms are appropriate to a particular time and place, are but a few of the components of a much larger category subsumed under the rubric "Non-Traditional Education". As was pointed out in the very beginning of this book, the lines between these many program emphases are blurred. Yet, as goes non-traditional education (as amorphous as it may seem), so goes, to a great extent, the hopes and future of its many step-children.

In this concluding section I would like to review some current opinions, and project with the assistance of knowledgable scholars, some probably futures for the so-called "fourth sector" of education. Clearly three schools of thought exist. Depending on who one listens to, non-traditional higher education is seen as being salvation, an anathema, or "is as of yet unknown". A common response on the part of many administrators in traditional institutions is one of fear, for if the proliferation of educational programs offered by institutions whose primary purpose is not formal education (correspondence schools, proprietary schools, external degree programs, etc.) is increased, then a real and immediate threat is posed to student enrollments. Opposition of many faculty appears to stem from three sources: a fear of change that such education may reshape or undercut the ground of their professional lives; an inability to cope with new techniques in learning facilitation, (how do you do new math with an old math mind?); and a concern for the possible eroding of "academic standards".

The response from those who are proponents of non-traditional education does little to assuage the fears of those who are so heavily invested in traditional education. In the 1974 annual meeting of the American Council on Education, John Porter, Superintendent for Public Instruction for the state of Michigan, said, "Non-traditional education is responsive to what most Americans apparently desire. For every one student in a traditional institution there are three or four who want an education but not in such an institution."[1] Porter's opinion can be easily substantiated. The Educational Policy Research Center at Syracuse reports that the rate of increase in enrollment in so-called peripheral institutions has exceeded those in higher education institutions and in the future will be much greater.[2] The American Council on Education released statistics in 1973 to show that 12 to 13 million persons are enrolled in some sort of adult education program compared to nine million students on college and university campuses.[3] The most recent statistics from the Bureau of Labor document that one adult in fifty, aged thirty-five or older, is now in school and over half of all those enrolled are women.[4]

153.

Yet within the camp of those who are advocates of the further expansion of non-traditional education, there is little agreement as to what it is, or how it can be evaluated. At this time, tools for the evaluation of learning are diverse and many are untested. They include interviews, rating scales, gaming and simulation, portofolio evaluation, critical incidence reporting, self-certification of performance, expert's evaluation of a product, etc. It might be fair to say that a common agreement could be reached only in the statement, "What a person knows is more important than how or when s/he acquired the knowledge". The commission on Non-Traditional Study reached a similar concensus when it stated,[5]

> Non-traditional study is more an attitude than a system. This attitude puts the student first and the institution second, concentrates more on the former's needs than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescriptions, and de-emphasis time, space and course requirements in favor of competence and where applicable, performance.

The importance of this statement which amounts to a manifesto for a new system of education has not been lost in circles of debate. If such a policy statement were put into practice, in traditional higher education, the effect would be to reverse the poles of priority as we know them.

For those who view the new contortions within higher education with a wary eye, there seems to be a persistent belief that we are in a temporary setback, and that given time the social, political, economic (or whatever) forces or gods a certain discipline relies on will smile once again and return us to the 1960's (or earlier). The 60's phenomenon is most vigorously attaching itself now to a hope that recession-inflation with its accompanying low employment rate will keep students in college, thus maintaining enrollments and as a pleasant side-effect guarantee that they will be acquiescent and if not docile, then collegiate a la the 1950's (or earlier). This protracted ability to convert nostalgia into long-term projections on short-term evidence, ignores the immediate need to begin to develop new systems, new approaches, and new standards for new learners. For example: the easy rhetoric of some institutions concerning the area of "lifelong learning" belies the realities of our time and exposes their alleged farsightedness for what it is, a myopic, slightly altered preservation of the present with a fixation on the past.

In our studies and attempts to distill the data being generated and the prognostications being advanced from commissions and committees on the state of post-secondary education in our society, I am forced to certain conclusions. A simplified diagram utilizing general institutional categories and issues would explicate them.

154.

POST-SECONDARY INSTITUTIONS: A COMPARISON OF SIGNIFICANT VARIABLES

Continuum: Non-Traditional ⟷ Traditional

INSTITUTIONAL TYPE:	Proprietary Technical School	Space/Time/Campus Free College	Community College	4-Year College, University
STUDENT COMPOSITION:	Adults, older youth	Adults, older youth	Youth, adult mix	Youth, young adults
EDUCATIONAL EMPHASIS:	Career training/re-training, advancement	Career entry/reentry, training/retraining	Voc-Tech; transfer to C/U	General education; pre-professional
CURRICULUM DETERMINED BY:	Institution; labor force need	Student	Career need; transfer requirement	Institution (discipline or profession)
LEARNING MODE:	Lab class; on job training	Experience; independent study	Classroom; apprenticeship	Classroom
TIME REQUIRED:	Variable	Variable	Two years plus	Four years plus
INNOVATION:	High	High	High to moderate	Moderate to low
RESIDENTIAL LIVING:	Home	Home, world	Home; on-campus	On-campus; off-campus
ENROLLMENT PATTERN:	Increasing	Increasing	Increasing to holding	Holding to declining
COST TO STUDENT:	Medium	Medium to low	Low to Medium	High
COST TO STATE:	Low	Low	Medium	High
INSTITUTIONAL GROWTH ($):	Increasing	Increasing	Stable to decreasing	Decreasing
STUDENT EMPLOYABILITY:	High	Variable	High to Medium	Variable
SOCIETIES WORK FORCE NEEDS:	Increasing	---	Increasing	Decreasing
PUBLIC ACCEPTANCE:	Increasing	Increasing	Stable	Decreasing

Admittedly there are exceptions to each of these responses, but taken as a whole, the momentum of acceptance and need is clearly away from the "Traditional" end of the continuum (college and universities) and toward the "Non-Traditional". This is not to advance a positive or negative judgement, but it does highlight some of the issues before higher education and calls urgently for serious reconsideration of mission and methods, and for realistic projections for the future.[6]

One problem is immediately apparent for those of us who consider ourselves to be engaged in some form of non-traditional education, yet who are lodged (often *not* firmly enough) in traditional institutions. Few serious scholars are proposing that traditional education will fade from the scene (although increasingly financially burdened institutions will meet that fate). The great bulk of such education remains viable, for society has a great financial and emotional investment in it at many levels. But its claim to exclusivity is rapidly diminishing. Its dilemma, which is our dilemma, is this: faced with a threat from without by alternative institutions, it will either attempt to compete by increasing services (seen as being basically non-traditional, in this context), or it will stand fast on what are regarded as firm traditional grounds and rid itself of any vestiges of the heretical non-traditional within, or it will attempt to be both, standing with one foot in each tradition, with the always present danger of embracing neither.

Where all this leaves the experiential education units within traditional institutions, is generally unclear. Some will be seen as token programs, windows of respectibility to the outside; others will enjoy a degree of influence and institutional fit; a few will be trendsetters for the entire academic community. One thing is clear, the set policies by which the institutions are governed and from which priorities are set, are predominately the reflection of the chief administrative officer of the school. "Know they leader" is now, more than ever, an axiom to be taken with great seriousness. Higher education is in a period of transition. The response administrators make to the pressure and promises attending this time will prove crucial to the demise, continuance, or growth of non-traditional programs within traditional settings.

One thing that we (and they) should do on a continuing basis is be knowledgable about projections for the future. The principle documents in this area are those of the Carnegie Commission on Higher Education. Their recommendations should be part of the grist for any thoughtful discussion of futuristics. Particularly important is, *The Purpose and Performance of Higher Education in the United States: Approaching the Year 2000.*[7] Under the topic of "Major Themes" the Commission states that the *first* purpose of higher education is:

> More attention to the general education of students, to the opportunities for their occupational preparation, and to the enhancement of their creative abilities. More concern for the quality of the environment which affects the developmental growth of students; in particular, more mixing of studies with work and service ...

In the same publication the Commission made twenty-three recommendations; the first two and most important are:

> Recommendation 1: More broad learning experience should be made available to students, and more opportunities for creative activity should be provided through independent study and the creative arts.
>
> Recommendation 2: More work and service opportunities should be created for students by government, industry, and non-profit organizations, and students should be encouraged to pursue these opportunities, ocassionally through "stop-outs".

K. Patricia Cross, a respected educator, psychologist and author states, "In the near future the trend toward greater integration of life/work experience and traditional education is likely to accelerate."[8] A cautious projection, but if she is correct, then one of the fundamental questions facing higher education in the next decade is how to implement a broad-based learning environment so that qualitative pluralism can be achieved.

Under more stable economic conditions, it would be expected that many new programs within traditional institutions would be developed to meet the needs of youth and adults. But in a "no growth" era, extensive innovation in such institutions is unlikely. History shows that major changes come about primarily through creating new structures implemented by new people, rather than through changing the attitudes and habits of people in existing structures. This can easily be documented in higher education. In the 1800's new land grant colleges were established to provide a curriculum beyond the classical offerings, and in the 1900's community colleges were founded to provide curriculum and access not available in four-year institutions. Now we see once again the establishment of totally new institutions such as the Open University in England, University Without Walls, Empire State College, Campus Free College, and Minnesota Metropolitan State College, to mention only a few. If current developments, such as those cited, support this contention then non-traditional programs within traditional institutions may find themselves in jeopardy. Already many have felt the effect of the slowing/no growth influence; program expansion has practically ceased; hiring has been frozen with a corresponding loss of new ideas and views; a "don't rock the boat" mentality is being felt; and the status quo is becoming more comfortable to live with.

The long-range impact of this situation is yet to be determined. Some colleges and universities are showing a new receptivity to, and acceptance of, non-traditional learners, yet talk and policy statements are still easier spoken than acted upon (and considerable less expensive). The argument counter to this is that traditional institutions facing declining enrollments and financial crisis dare not let the potential market escape them. Competition may create a necessity for change, if not a willingness for it. Either way, the face of education in this country is sure to be altered in the years ahead. In most significant social evolutions, the many members who comprise it, willing or not, move toward the middle ground modifying their positions and behaviors as they come. The end of an era of isolation in education appears to be at hand; cooperative education should be a reality in the near future.

With a firm understanding of education as a lifelong continuum, cooperative education must be advanced as the only reality, complimentary to the concept. Here of course we can speak no longer only of higher education. A model of lifelong learning is precisely that. From early childhood many agencies will share in the learning, exploring, developing process. Diversity in content, space and time will attend to the development of the individual, a flow and blurring should occur between what we now erroneously label "pre-school", "primary", "secondary", and "higher" education. Personalized learning should be the norm with a heavy emphasis on the "community-as-classroom", the so-called paracurriculum concept. To this model, educator Harold Shane introduces the term "seamless curriculum",[9] as a system in which grades, levels and classes would be replaced by a monitored, unbroken flow of experiences planned *with* and *for* the individual learner. The current practice of chopping education into segments with the assumption of student sameness, be it a first grader or a Ph.D. candidate, will be seen for what it is -- arbitrary. Lifelong learning will utilize the schools as we know them, as year-round learning resource centers with the added capability of functioning as goal clarifiers, career planners and brokers so that entry and exit patterns are accomodated and the present "drop-out" phenomenon is preplaced by a philosophy of "leaving" and "returning".

When society in general, and educators in particular, recognize the divisiveness of competition between units, the benefits of cooperative interaction, and the resulting gain to individuals and institutions, we will be done with the "mine", "yours", orientation, with the dichotomies that are so disastrous to integration and wholeness. I realize the practical problems posed by such a model (my life in education through the role of student, teacher, and administrator has been pummelled with practics) yet I remain optimistic on behalf of *common sense*, that rare blend of *knowledge* of the world and *wisdom* of what really matters. If a comprehensive learning system can be advanced toward that end, then words like these, and books like this one, and Centers like C/AHED will no longer be needed, for "alternative" will become synonomous with "education", and "learning" will become synonomous with "life".

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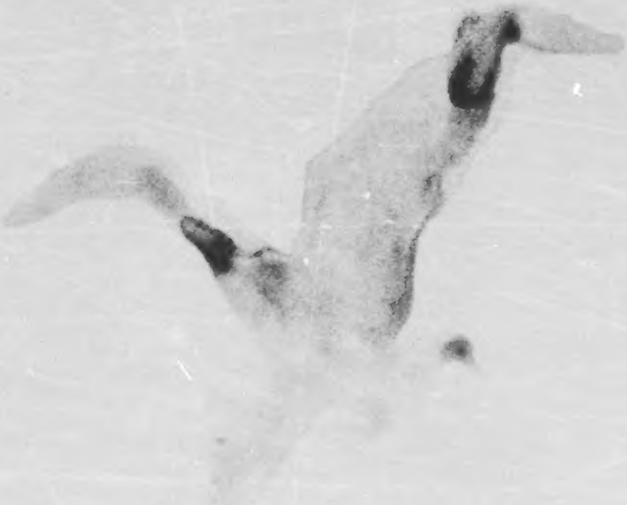
"We are what we do...



And may do what we choose"
ALLEN WHEELIS

160.

PART II

"The time has come," the Walrus said,
"to speak of many things ~

Of ships and shoes and sealing wax,
of cabbages and kings.

Of why the sea is boiling hot and
whether pigs have wings."

LEWIS CARROLL

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Introduction

The real beginning of Part II came with the genesis of C/AHED three years ago and the acquisition and cataloguing of those placements offered by hundreds of U.S. and overseas organization. That process has been detailed in the first portion of the book. This part of the book is the result of a second beginning. An attempt to preserve and reorganize the materials found in the C/AHED files. This was as much for our benefit as yours -- after two years of heavy student use, our materials had been folded, spindled and mutilated, some to a point beyond recognition. So we sat down to read and distill from our files that information which we had found most useful. The result was six months of work and a larger than average number of headaches and sleepless nights. It was a job comparable to cleaning the Augean stables. We began with three years worth of information filed neatly away in thirteen double drawer file cabinets, with seven resource shelves, two book racks and one closet filled with long forgotten left-overs and unknowns, all waiting for our perusal.

What follows are materials taken from our experiences and the experiences of the students we served. These materials have been annotated and divided into ninety-nine specific categories of use.

This part of the book is intended for those compiling or updating world-wide listings of well-known and little-known organizations which place/receive students in a great variety of learning environments. This section is NOT a replication of the C/AHED files, nor should it be seen as a substitute for them. The files are less impersonal, and more specific. They show the range and scope of an organization's activities, have colorful and attention getting brochures and in many cases include personal letters from the organization with specific requests and information. All of these qualities made an enormous difference in student response. When our files lacked these materials students gave them less consideration. The personality, specificity of placements and the range of activities listed in brochures or letters were the factors that had the most impact. Unfortunately we could not include all of this information in short annotations and still remain within a book format.

This is a chronicle of the C/AHED experience. These are the materials we used and found helpful -- obviously this is only the tip of the iceberg, there are hundreds of thousands of organizations world-wide that have potential for serving students. However, organizations flash into existence and disappear without a trace. Keeping up with them is always an evolving struggle, and never a completed task. Any exclusions or omissions we might have made are not intended as judgements about the work of an organization. We want to emphasize that this is a beginning point, for getting started is the hardest part. It took us one full year to learn about all of these organizations and make contact with them. Hopefully, this section will make the starting easier for you.

The major criteria we used to decide if an organization would be listed was whether or not they could provide learning opportunities for students. Since students have different needs, interests and directions, we have included organizations that provide an incredible array of opportunities and learning environments. In the case of all of these annotations, we have tried to give accurate descriptions and impressions but we may have missed the mark on some. The important thing is that we have provided a contact point, a means of communication and exchange. Please write them and find out specifically what they have to offer.

ORGANIZATION OF PART II

After finishing the annotations, the question became how were we to categorize them in a way that would provide a practical framework for their use. For a solution to this problem, we turned to the categories previously developed for use in the Center (See Part I), but they proved to be too limited and did not provide a broad enough framework. So we began a process of evaluation and assessment which resulted in a new set of categories more appropriate and applicable for general student use. (See Table of Contents)

Four distinct types of information are found within each of the four major categories. They are:

1. Organizations -- Annotated

   These include the name of the organization, address and personal contact if we knew of one. Also, a statement of the organization's goals and activities, when it was founded, where it works and what openings it has for students.

2. Organizations -- Non-Annotated

   These are found at the end of the annotated listings. They include only the name and address of the organization. We regret that other information was unavailable.

3. Organizations -- Cross-Indexed

   A number of organizations are listed under several categories but their annotations will be found only under the category which describes their major focus or activity. All other categories will show only the name of the organization. In these cases, refer to the index for the main listing.

4. Resources

These are books, magazines, periodicals and directories which are useful for updating files and for making further contacts.

A special symbol ✾ has been used to designate annotations and resources we felt were invaluable to C/AHED. If a limited operating budget/time/space preclude contacts with all of the organizations in this book, we suggest you consider contacting those organizations noted. We have found them to be the most helpful to the greatest number of students. Student use justified this inclusion -- it is not intended as a judgement of the relative merits of one organization over another.

One last word concerns the indexes at the end of Part II. We have divided them into three major areas for easy reference:

1. Alphabetical Index

Includes every organization, annotated and non-annotated listed in this book.

2. Geographical Index

This is a continent/country index that lists organizations based overseas. It *does not* include the many organizations that may operate in those countries but are based elsewhere. The United States has been omitted from this index.

3. Special Interest Index

This is divided into six constituency groups: Appalachia, Asian, Black, Native-American, Spanish-speaking, and Women. The groups listed under these categories have been organized primarily by/for/with these particular populations in mind. There are many other organizations that are concerned with Black, Native Americans, etc. that are not included in this index. Our intent was to list groups whose primary focus dealt with these particular populations and special interest areas.

This concludes our words of introduction and explanation. It is time to let the resources speak for themselves -- we hope they will suggest new directions, new beginnings and new modes for learning.

"Genuine learning requires a sense of
mutuality, an encounter with life
involving one's entire being.

The encounter in learning stems
from a unity of ones self in experience
followed by labor,
exertion and hours of searching
and struggling."

CLARK MOUSTAKAS

I~EDUCATIONAL OPPORTUNITIES

ORGANIZATIONS WHICH OFFER STRUCTURED LEARNING EXPERIENCES FOR PRE-CAREER EXPLORATION OR THE ACQUISITION OF SPECIFIC SKILLS AND COMPETANCIES.

A. Alternatives to/for Traditional Schools

Additional information for each of the individual categories may be found under PUBLICATIONS at the end of this section.

HIGHER EDUCATION

NOTE: Institutions/organizations listed here are primarily space free, time free, campus free in orientation. For a complete listing of innovative/non-traditional institutions refer to books listed in the PUBLICATIONS section

THE ACADEMY OF GENERAL EDUCATION
Manipal 576119
Mysore, India

(1942) Sponsors a complex of more than 30 institutions which provide educational facilities for study in medicine, engineering, pharmacy, dentistry, law and education. Schools and institutions from pre-primary to the graduate level of education. Open to American students.

THE AMERICAN ODYSSEY
7487 S.W. 82nd Street, Apt. C103
Miami, FL 33156
Ed J. Downey

A travel/work/study program involving teams of learners with differing academic interests and varied cultural backgrounds, who participate in a continuous series of widely varying projects throughout America for 16 months. Projects involve both part-time employment and ongoing team seminars. At the end of the period, two years of college credit may be awarded.

AMERICAN SCHOOL
Drexel Avenue at 58th Street
Chicago, IL 60637

College level courses for individuals who wish to take the examinations of the College Level Examination Program (see listing).

ANTIOCH COLLEGE NETWORK *
Antioch College Information Office
Yellow Springs, OH 45387

Network of accredited centers, campuses and programs which emphasize experiential education and work-study. Antioch International Education offers programs in London, East Africa, Brazil, Bogota, Italy, Mexico, Ecuador, Greece, France Germany, Jamaica, Scandinavia, Vancouver Island (environmental studies) and urban term involving city planning in Europe.

ANTIOCH COLLEGE/URBAN EDUCATION CENTER
1227 Walnut Street
Philadelphia, PA 19107

Offers employed individuals a chance to earn a degree by combining work experience with a program of study. Enrollment of 150 students.

THE APPALACHIAN SEMESTER
Union College
Barbourville, KY 40906

(1970) A semester in which second semester sophmore, junior and senior students devote their time to study of the Appalachian region. Semester carries a total of 15 hours of academic credit in sociology including six hours of field experience.

ASGARD
Ydby, 7760 Hurup
Thy, Denmark

(1970) One of the community of schools of Nordenfjord World university (see listing). Oriented toward arts and crafts, other related interests can be pursued. Provides communal living situation where approximately 20 people work individually or collectively each semester.

bhedānta
Fosdalsgaard
9460 Brovst, Denmark

(1973) One of the community of schools of Nordenfjord World University (see listing). School is based on a prescribed structure designed to facilitate commitment to spiritual disciplines. Involves a planned program of silence, contemplation, yoga, independent and group study, vegetarian diet and close contact with nature.

CAMPUS FREE COLLEGE *
466 Commonwealth Avenue
Boston, MA 02215

CFC

(1971) Independent study programs for credit, supervised by 300 program advisors in over 200 cities in the United States, Canada and overseas. Acts as resource to match students and interests with lists of program advisors in local areas.

CENTER FOR THE ARTS
525 St. Paul Street
Baltimore, MD 21202

Part of the Antioch Network. Offers programs in film, music, photography, video-tape, writing and literature.

CENTER FOR THE STUDY OF BASIC HUMAN PROBLEMS
1716 New Hampshire Avenue, N.W.
Washington, D.C. 20009

One of the Antioch Centers. Emphasizes involvement in the social sciences with a concurrent program of work and study. Enrollment of 110, approximately 60% Black, 35% women and 10% foreign students. Open admissions policy.

COLEGIO JACINTO TREVINO
237 S. Missouri Avenue
Mercedes, TX 78570

Bicultural and bilingual college offering B.A., M.A.T. and M.Ed. degrees to Chicano students. Program was organized by Chicanos and emphasizes experiential learning within the community. Enrollment of 83.

COLLEGE FOR HUMAN SERVICES
201 Varick Street
New York, NY 10014

(1964) Experimental college offering one and two year programs designed to prepare low income residents of New York City for placement in social service agencies. Subsidized work and study program.

THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) ✻
Box 596
Princeton, NJ 08540

Administers a series of examinations that allow individuals to earn up to two years of college credit without going to college. Over 1,000 colleges and universities recognize the examinations and award credit. Contact for a listing of these schools, descriptions of tests and explanations of where and when they are offered.

COMMUNITAS
1717 18th Street, N.W.
Washington, D.C. 20009

Two year upper level learning community, awarding a B.A. degree through the University Without Walls program of Roger Williams College. Program is project oriented - students spend time on year long projects under the supervision of advisor. Communitas is utilized as a resource bank by students and non-students. Focus primarily on rural and small city America.

COOPERATIVE EDUCATION SOCIETY
Drexel University
Philadelphia, PA 19104
Stewart B. Collins, Executive Secretary

Promotes, informs and encourages projects and developments in the field of cooperative education. Publishes annual membership directory, newsletter and quarterly journal.

EARTHGAARD

EDUCATION RESOURCES INFORMATION CENTER (ERIC)
One Dupont Circle, Suite 630
Washington, D.C. 20036

Network of eighteen clearinghouses, each responsible for a particular area of education. Eric publications provide reports on innovative programs, professional papers, bibliographies, research results, conference proceedings and curriculum materials. Brochure, How to Use ERIC, available from United States Government Printing Office. ERIC clearinghouses:

Adult Education
Syracuse University
Syracuse, NY 13210

Disadvantaged
Teachers College
Columbia University
New York, NY 10027

Early Childhood Education
University of Illinois
Urbana, IL 61801

Exceptional Children
The Council for Exceptional Children
Arlington, VA 22202

Linguistics
Center for Applied Linguistics
Washington, D.C. 20036

Rural Education and Small Schools
New Mexico State University
Las Cruces, NM 88001

Teacher Education
American Association of Colleges for Teacher Education
Washington, D.C. 20005

Vocational and Technical Education
Ohio State University
Columbus, OH 43210

Flaming Rainbow
P. O. Box 154
Tahliquah, OK 74464

Offers an undergraduate degree through the University Without Walls program. Eighty percent of the student body are Native Americans.

FRIENDS WORLD COLLEGE ✻
Plover Lane, Lloyd Harbor
Huntington, NY 11743

(1965) Four year program emphasizing independent study in any one of a number of centers throughout the world. Students spend several semesters in Europe, Latin America, Africa and East Asia. Enrollment of 400. Quaker affiliated.

FUTURE RESOURCES AND DEVELOPMENT, INC.
49 John Street
Southport, CT 06490

College level courses which aid individuals who want to take the examinations of the College Level Examination Program (see listing).

GRADUATE FELLOWSHIPS FOR BLACK AMERICANS

National Fellowships Fund
795 Peachtree Street, N.E., Suite 484
Atlanta, GA 30308

Information on scholarship and fellowship programs for graduate study.

GRADUATE FELLOWSHIPS FOR MEXICAN AMERICANS, NATIVE AMERICANS AND PUERTO RICANS

The Ford Foundation
320 E. 43rd Street
New York, NY 10017

Information on scholarship and fellowship programs for graduate study.

GROUNDWORK

Friends World College
1520 Parker Street
Berkeley, CA

Educational collective based on shared work, learning and decision-making. One year program includes 3 month orientation, 6 month work-study project, one month of evaluation. Friends World College accepts up to two years of transfer credit.

GYMNASTIKHØJSKOLEN

i Ollerup
Denmark

(1920) Academy of Physical Education. Emphasizes basic principles of Danish physical education. Includes gymnastics, swimming, sports, track and field, athletic theory, teacher training and anatomy. Danish language, culture, dramatics and music are optional. International course for teachers, youth leaders and college students offered summers. Open to anyone 18 years or older.

HØJSKOLEN (PEOPLE'S COLLEGE)

Møllevej 5, Nors
7700 Thisted, Denmark

One of the community of schools of Nordenfjord World University. Permanent educational experiment in which students and teachers work together each semester to form a learning fellowship and establish common concerns and goals. Students must have working knowledge of a Scandinavian language.

HUMAN ECOLOGY CENTER

Wilde Lake, Village Green
Columbia, MD 21043

Center in the Antioch network. Concentrates on the study of human environment and development. Uses the community of Columbia as the classroom. Enrollment of 160.

INTER/MET

1419 V Street
Washington, D.C. 20009

Campus free, alternative theological seminary for men and women of Protestant, Catholic and Jewish preferences. Offers on-the-job community based curriculum. Agency employment covers cost of tuition. Open enrollment.

INTERNATIONAL COMMUNITY COLLEGE

1019 Gayley Avenue
Los Angeles, CA 90024

(1970) Offers independent study programs for undergraduates with 2 or more years of college credit, graduate students and individuals not wishing to become degree candidates. Independent Study Plan has no time or residence requirements. Students are interns to outstanding tutors (Fuller, Illich, Menuhin), with the opportunity to link theory and practice, test an idea, or work in a unique location. Also offers programs of living/study on Freshman-Sophomore campuses in Europe. High school diploma not required for admission.

INTERNATIONAL PEOPLE'S COLLEGE

3000 Elsinore - Denmark
Principal B. Mølgaard Madsen

International residential folk high school for adults. Program focuses on student designed independent study in linguistic study, the humanities and social and economic study. Students are expected to participate in international orientations, special bi-weekly lectures and a program of manual work. Must be at least 19 years of age. Approximately 120 students attend the college.

JANUARY URBAN TERM

McCormick Theological Seminary
800 W. Belden
Chicago, IL 60614

For students attending a college with a 4-1-4 plan interested in the field of urban studies. Held on the campus of McCormick Theological Seminary. Presents an overview of the city and its development and entails an investigation of specific sections. Credit awarded.

THE LITTLE SCHOOLHOUSE

Møllevej 5, Nors
7700 Thisted, Denmark
Ronald and Caroline Manheimer, Directors

One of the community of schools of Nordenfjord World University. Residential center for philosophical research and expression. Open to undergraduate and graduate students, teachers, writers and other individuals who have formulated an independent study project and desire to share their process with members of the school.

MAHARISHI INTERNATIONAL UNIVERSITY/CENTRAL CAMPUS

Office of Admissions
6689 El Colegio Rd.
Goleta, CA 93017

Education based on the Science of Creative Intelligence and Transcendental Meditation.

MERRILL-PALMER INSTITUTE

71 East Ferry Avenue
Detroit, MI 48202

Innovative program emphasizing the study of human development and family life. Study can be arranged for one or two quarters or a full year. Graduate and undergraduate credit offered.

NATIONAL ENDOWMENT FOR THE HUMANITIES
806 15th Street, N.W.
Washington, D.C. 20506

(1965) Independent federal agency. Created to "encourage understanding and use of humanistic knowledge at all levels and to relate the study of the humanities to public awareness and to national concerns." Supports work of individual humanists, non-profit institutions and organizations engaged in projects involving the humanities. Awards research grants, fellowships, stipends, youth grants, supports education and public programs.

NAVAJO COMMUNITY COLLEGE
Many Farms RPO
Chinle, AZ 86503

(1970) Institution for higher education owned by Navajos and operated on the reservation. Free tuition. Open to anyone with the equivalent of a high school education. Presently developing 2 year nursing program.

NEW EXPERIMENTAL COLLEGE
Skyum Bjerge, 7752 Snedsted
Thy, Denmark

(1962) One of the community of schools of Nordenfjord World University. Provides opportunity for students to live together as a community and undertake work of their own choosing in the humanities and theoretical sciences. Eighteen to twenty students accepted each semester.

NORDENFJORD WORLD UNIVERSITY
Denmark

(1969) Community of independent learning settlements and centers located on the Jutland peninsula in Denmark. For specific information see entries on: Asgard, Bhedanta, Højskolen, The Little Schoolhouse, New Experimental College, Praestegaard and Earthgaard.

OPEN UNIVERSITY
Milton Keynes, England

Open admission university. Offers home-based curriculum with self-instruction materials, TV and radio lectures, and guidance of local tutors. Admission open to anyone 21 years of age.

PRÆSTEGAARD
Kettrup 9690 Fjerritslev
Denmark
David J. Nelson, Director

(1968) One of the community of schools of Nordenfjord World University. Educational community and center for the study of the photographic arts, cinema and video. Each semester, 15 students and teachers live and work together in informal, residential setting.

ROCHDALE COLLEGE
341 Bloor Street, West
Toronto, Canada

(1968) Free university. No structured curriculum, requirements, grades, degrees, or departments. Over 800 students live, work and study in 18 story highrise in downtown Toronto.

SEMESTER AT GRAILVILLE
Loveland, OH 45140

(1944) Education center for creative experimentation in community living, social action, the arts, worship, search for the spiritual, ecumenism and continuing education for women. Provides an opportunity for college students to spend a semester off campus for study and fieldwork on issues of importance to self and society.

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE
P. O. Box 10146
Albuquerque, NM 87114

Residential, vocational technical school open to Indian people between the ages of 16-26. Applicants should be high school graduates or out of school for one year or more.

SPOON RIVER COLLEGE
102 Elm Street
Canton, IL 61520

Offers an Associate Degree in Liberal Studies. Designed for adults who cannot attend regular full-time college classes. Program provides for individual study, testing and periodic guidance and counseling. Credit awarded for previous work or study experience.

TWIN CITIES GRADUATE PROGRAM
Ministry in Social Change
2375 Como Avenue, West
St. Paul, MN 55108
Bruce Westphal

Nine month program of seminars taught by community resource people. Clinical involvement of 35 hours per week in a parish and community organization with joint supervision. Those completing the program receive Master of Theology in Ministry of Social Change. Limited to 15 persons.

UNIVERSITY WITHOUT WALLS
Union for Experimenting Colleges and Universities
Yellow Spring, OH 45387

Alternative higher education through 29 members of the Union for Experimenting Colleges and Universities. Programs have flexable time scheduling, individualized study incorporating field study, internships, seminars and independent study. Use student advisors and adjunct faculty rather than traditional residential faculty, innovative evaluation techniques. Concerned with making educational opportunities available to a wide range of people.

UNIVERSITY YEAR FOR ACTION * UYA
Action
Washington, D.C. 20525

Objectives are to alleviate poverty through application of University resources to the problems of the poor and to assist Universities in experience-based learning. Operates through Universities who select, train, supervise volunteers, provide academic credit and learning systems. Volunteers work in full time jobs in poverty communities. Participation: open to students 18 years old attending participating colleges or universities.

VENCEREMOS COLLEGE
Redwood City, CA 94061

Campus free college. Program includes formal educational training combined with volunteer work experience. Involves students in the community. Projects in medical clinics, day care centers, welfare rights bureaus. Classes held in available community buildings.

WALDEN UNIVERSITY
1191 Eighth Street, South
Naples, FL 33940

(1970) Alternative graduate program for full-time professionals, leading to the Doctor of Philosophy Degree. Program based on the extensive previous graduate study and experience of students. Candidates have completed most course work before entering Walden. No campus or classrooms, all research work done independently under the guidance of assigned advisors.

WORLD CAMPUS AFLOAT *
Chapman College
Orange, CA 92666

(1965) One or two undergraduate semesters at sea on a ship-based campus. Two months spent in ports throughout the world. Classes of 15-20 students with emphasis on independent research. Enrollment open to 500 students enrolled in affiliated institutions. Scholarships and loans available.

RESOURCES

ACADEMY OF INTERNATIONAL LAW
Peace Palace
The Hague

NATIONAL COMMISSION FOR COOPERATIVE EDUCATION
52 Vanderbilt Avenue
New York, NY 10017

REGENTS EXTERNAL DEGREE AND COLLEGE PROFICIENCY EXAMINATION PROGRAMS
The University of the State of New York
The State Education Dept.
Albany, NY 12210
Donald J. Nolan, Coordinator of Academic Programs

TASK FORCE ON COOPERATIVE EDUCATION
U.S. Office of Education
Washington, D.C. 20202

INTERNSHIPS/APPRENTICESHIPS

ACTION RESEARCH LIASON OFFICE arlo
205 Tresidder Memorial Union
Stanford, CA 94305
Edith, Eddy, Bill LeLand, Co-Directors

Enables graduate and undergraduate students to do original research in response to needs of community organizations and agencies in the areas of conservation/energy sources, education, criminal justice, employment, housing, health care, human rights, international politics, mental health, peace action and transportation.

AD HOC INTERNSHIPS AT U.N. HEADQUARTERS
c/o Office of Personnel Services
United Nations
New York, NY 10017

Each year a few internships are arranged for graduate students who have expertise in an area of study related to U.N. activities. Intern's special skills are used in an area that the UN is currently researching or otherwise involved with. No special requirements other than good research skills and knowledge of French or English. Costs the responsibility of the intern.

AIESES - U.S. NATIONAL COMMITTEE (INTERNATIONAL ASSOCIATION FOR MANAGEMENT AND ECONOMICS STUDENTS)
52 Vanderbilt Avenue, Suite 1110
New York, NY 10017

(1948) Student run organization operates a reciprocal exchange program of work-internships for students in over 4,000 business firms and governmental agencies world-wide. Functions in 53 countries, and on 400 college and university campuses. Over 60,000 students have participated in AISEC programs since inception. Participation: Internships last anywhere from eight weeks to eighteen months, open to students who have finished two years of college. Also sponsor seminars, student-business coalitions, summer school traineeship program, weekend retreats, regional meetings, national and international congress.

ARTPARK

THE ATHENIAN URBAN CENTER
2220 Sacramento Street
San Francisco, CA 94115

(1971) A year long program for students 16-21 years of age that combines intern work, seminars and a group living experience. Participants in the program live, with staff, in a 47 room Victorian house and spend four days a week working in the San Francisco area in a variety of organizations. There are no formal requirements for participation.

ATLANTA URBAN CORPS ✽
c/o Uran Life Center
33 Gilmer Street, S.E.
Atlanta, GA 30303

Involves students in community service activities in the metropolitan Atlanta area. Interns work in government, education, health, recreation, research, planning and with grassroots community agencies and organizations. Participation: open to college students enrolled in any college or university. Internship periods correspond to students quarter/semester school schedule. Financial and credit arrangements flexible.

CALIFORNIA ASSEMBLY INTERNSHIP PROGRAM
P. O. Box 91
State Capitol
Sacramento, CA 95814
Vivian S. Miksak, Coordinator

(1957) One year legislative intern program in the California State legislature. For California residents only. Applicants must have completed requirements for bachelor's degree, one year of graduate study preferred. Eight to ten interns accepted each year.

THE CENTER FOR WASHINGTON LEARNING OPPORTUNITIES ✽
Intern Programs
Mount Vernon College
2100 Foxhall Road, N.W.
Washington, D.C.
Richard A. Ungerer, Director

Established to identify opportunities in Washington for student internship assignments and to provide a clearinghouse for students and faculty throughout the nation interested in utilizing such learning resources. Publishes directory of internship openings and quarterly newsletter.

THE CINCINNATI URBAN CORPS
Citizens' Committee on Youth
2147 Central Avenue
Cincinnati, OH 45214
Linda Gallon, Director

(1970) Program funded by the United States Office of Education, finds summer jobs for college students with government and public service agencies in the Cincinnati area. Open to students attending college in the area and/or residents of Cincinnati.

COMMONWEALTH INTERN PROGRAM (VIRGINIA)
State Division of Personnel
P. O. Box 654
Richmond, VA 23205
John W. Garber, Program Director

(1968) One year public service intern program. Five individuals participate in a variety of administrative and management seminars during the year. Bachelor's degree required. Stipend provided.

COMMUNITY IMPROVEMENT THROUGH YOUTH ✽
1755 Church Street, N.W.
Washington, D.C. 20036

Community-based learning experiences for students in Washington-area colleges and universities. Students receive academic credit from the colleges. Ten to forty hours per week in work or study in the community expected. Programs last one semester. Provides consulting services to communities interested in initiating similar programs.

CONNECTICUT GENERAL ASSEMBLY INTERN PROGRAM
Office of Legislative Research
Room 120, State Capitol
Hartford, CT 06115
David J. McQuade, Intern Coordinator

(1971) Six month legislative intern program for Connecticut graduate and undergraduate students. Academic credit and small stipend provided.

DYNAMY, INC.
850 - 852 Main Street
Worcester, MA 01610

(1968) Employs consultants to assist other institutions in the implementation and maintenance of internship programs. Services available: needs assessment, program design, staff training, program implementation and evaluation. Also offers seminars and workshops.

EXECUTIVE HIGH SCHOOL INTERNSHIPS OF AMERICA
680 Fifth Avenue, 9th Floor
New York, NY 10019

National technical assistance office. Responds to requests from school districts that want to initiate internship programs that enable juniors and seniors to take a one semester sabbatical from their regular studies to work as special assistants to senior officials in government, civic organizations, private non-profit agencies, educational and cultural institutions, mass communications and the private sector.

FRONTIER INTERSHIP IN MISSION
475 Riverside Drive, Room 939
New York, NY 10027

(1961) Program sponsored by the United Presbyterian Church, the United Methodist Church and the United Church of Christ. Two year assignments with the freedom to study and experiment with new patterns of mission service in urbanization, racial tensions, revolution in rural life, developing nationalism, economic development and industrialization, and others. Candidates are university or seminary graduates or graduate students committed to the Christian faith and concerned with mission of the church.

GEORGIA INTERN PROGRAM
Executive Department
State Capitol
Atlanta, GA 30334

(1971) State-wide, year-round program. Places students in short term projects of a professional nature in state, local and public service agencies. Participation: open to all college students. Programs for one academic quarter or semester. Provides academic credit and stipend.

GOVERNOR'S INTERNSHIP PROGRAM
215 Administration Bldg.
St. Paul, MN 55155
Mary DesRoches

(1972) Internships in government agencies. Participation: Priority given to residents or students enrolled in Minnesota schools, minority students and veterans. For one or more academic quarters. Provides academic credit/stipend.

GOVERNOR'S SUMMER FELLOWSHIP PROGRAM
Governor's Office
State of Illinois
Springfield, IL
William J. Grimshaw, Program Director

(1973) Arranges summer internships in 25 participating state agencies. Open to graduate and undergraduate students who are residents of Illinois. Monthly stipend provided.

GOVERNOR'S SUMMER INTERN PROGRAM
145 Len B. Jordan Building
Boise, ID 83720
D. E. Chilberg, Director, Administration

(1971) Two month summer intern positions with governmental agencies. Open to college age residents of Idaho. Stipend offered.

GRADUATE STUDENT INTERN PROGRAM
Coordinator of Student Intern Program
United Nations Office of Public Information
Room 1037
United Nations
New York, NY 10017

Student Interne Programme
United Nations Information Service
Palais Des Nations
CH-12 [illegible] Geneva 10 Switzerland

Intern programs for graduate and postgraduate students of all nationalities. Study and observe activities at UN headquarters in New York and European office in Geneva. New York program is for the month of August, includes panel discussions, work with UN staff members, special briefings and attendance at meetings.. In Geneva, two to three weeks in the summer. Participants spend mornings in sessions and debates, afternoons in working groups. Approximately 50 students accepted for New York and 60 for Geneva. Costs the responsibility of the participant.

HUD URBAN INTERN PROGRAM
451 7th Street, S.W.
Washington, D.C. 20410
Betty Rom, Program Director

(1956) One year training program for college graduates. Involves rotational assignments within HUD, one month exchange field placement and short-term assignment in another agency. Designed to train and develop personnel for positions within the Department. Approximately 250 interns accepted each year.

ILLINOIS LEGISLATIVE STAFF INTERNSHIP PROGRAM
Sangamon State University
Springfield, IL 62708
Leon S. Cohen, Program Director

(1961) Ten month legislative intern program for graduate students. Bachelors degree required. Students from Illinois given first priority. Seventeen interns accepted yearly. Monthly stipend.

INTERNATIONAL DIRECTORY FOR YOUTH INTERNSHIPS
c/o U.S. Committee for UNICEF
331 East 38th Street
New York, NY 10016

Directory listing intern placements with U.N. and other non-governmental organizations. Housing and small stipend provided.

MASSACHUSETTS AUDUBON SOCIETY

MASSACHUSETTS INTERNSHIP OFFICE
18 Tremont Street, 12th Floor
Boston, MA 02108

Program of internships for academic credit. Placements in state and local organizations in area of academic interest. No stipend. Also work/study program placement in public service organizations. Forty hours per week in summer, 15 hours during academic year. Stipend provided.

THE MENNINGER FOUNDATION
Topeka, KS 66601

Non-profit center for treatment, prevention, research and professional education in mental health. A wide variety of pre-professional and professional internships arranged in mental health and education.

MICHIGAN GOVERNMENT INTERNSHIP PROGRAM
Michigan Department of Civil Service
Lewis Cass Building
Lansing, MI 48913
Stanley Ellis, Internship Coordinator

(1974) Program in the initial stages of development. Plans to provide students with internships in state government agencies.

MINORITIES IN CITY MANAGEMENT
1140 Connecticut Ave., N.W.
Washington, D.C. 20036

(1970) Two year program designed to train minority persons for management positions in local and municipal government. Interns enrolled in an MPA program in any participating university. Internships spent in city manager's office and specially designed seminars. Twenty five to 30 interns accepted each year. Applicants must be members of a minority group and have completed bachelor's degree.

MT. LEBANON INTERNSHIP PROGRAM
Municipal Building
710 Washington Road
Mt. Lebanon, PA 15228
H. Edward Wesemann, Assistant Manager

(1960) Interships in municipal government for graduate students in public administration. Programs last thirteen weeks. Sixteen interns accepted each year. Weekly stipend.

THE NATIONAL CENTER FOR PUBLIC SERVICE INTERNSHIP PROGRAMS
1735 Eye Street, N.W., Suite 601
Washington, D.C. 20006

(1970) "Serves the needs of public service internship and fellowship programs, encourages and facilitates the establishment of such programs, promotes their acceptance as a significant and viable component of higher education." Disseminates information, conducts research and offers technical assistance to new and operating programs. Administers a cooperative system for program evaluation, MODEVAL (modular evaluation of field experience programs).

NEW JERSEY GOVERNMENT CAREER INTERNSHIP PROGRAM
c/o Public Service Institute
Route One at Emmons Drive
Princeton, NJ 08540
Thomas J. Davy, Director of Public Service Institute

(1973) Placements in state, county and local government for students studying public administration. Internships last 10-16 weeks. Salary and credit provided college juniors, seniors and graduate students eligible. Fifteen interns accepted each year.

NEW JERSEY INTERNS IN PUBLIC SERVICE
New Jersey Department of Community Affairs
P. O. Box 2768
Trenton, NJ 08625
Patricia Hunt, Program Director

(1967) Internships in public service, summer academic year and management traineeships. Summer and academic year internships open to graduate and undergraduate students. Summer positions require full-time commitment. Academic year program is part-time. Traineeships open to graduate students and are full-time. Applicants must be New Jersey residents.

THE NEW YORK CITY URBAN CORPS
University Year for Action Project
51 Chambers Street, Room 801
New York, NY 10007

(1966) Arranges internships for students with municipal agencies in New York City. Participation open to second, third and fourth year college students. Living stipend and academic credit provided.

NEW YORK CITY URBAN FELLOWSHIP PROGRAM
Mayors Office of Administration
250 Broadway, 14th Floor
New York, NY 10007
Leonore Loft, Program Director

(1969) One year internships in New York City's municipal government. Open to anyone who has completed junior year of college. Twenty students accepted per year.

NEW YORK STATE ASSEMBLY INTERN PROGRAM
Legislative Office Building
Albany, NY 12224

(1971) Legislative intern program. January program is four weeks, full-time; Session Program from February - May offers full and part-time opportunities; Summer program, eight weeks of intensive rerearch for graduate students only. Applications open to students nationwide, students from New York given preference. Stipend provided.

NEW YORK STATE COUNCIL ON THE ARTS INTERNSHIPS
11 West 53rd Street
New York, NY 10019
William J. Burbank, The Director's Special Assistant for Education

(1966) Intern programs in cooperation with the Museum of Modern Art and Cooperstown Graduate Programs Foundation. One year program of training with departments in the Museum. Also training in the treatment of works of modern art. Positions salaried.

NORTH CAROLINA INTERNSHIP OFFICE
116 West Jones Street
Raleigh, NC 27603
Robert L. Sigmon, Director

(1969) Administrative internships in over 150 public service agencies in law, health, planning, community service, environment and Appalachian studies. An inventory of community-based experiential learning opportunities available from the office.

NORTH DAKOTA LEGISLATIVE INTERNSHIP PROGRAM
North Dakota Legislative Council
State Capitol
Bismarck, ND 58505
C. Emerson Murray, Director, North Dakota Legislative Council

(1969) Legislative internships for students enrolled in North Dakota colleges and universities. Fourteen students each year work for the length of the legislative session. Monthly stipend provided.

OFFICE OF ACADEMIC PROGRAMS

309 Shelby Street
Frankfort, KY 40601
Robert F. Sexton, Director

Administers the Frankfort Legislative and Administrative Intern Programs. Five month Legislative Program provides in-depth work experience, includes field trips and seminars. Administrative Program arranged on same basis, lasts seven months. Participation: 35 interns selected from Kentucky schools. Office provides technical assistance and funding to other agencies interested in developing internship programs.

OHIO LEGISLATIVE SERVICE COMMISSION INTERNSHIP PROGRAM

Statehouse
Columbus, OH 43200
W. Craig Zimpher, Program Director

(1964) Arranges 13 month legislative internships. Applicants required to have completed bachelor's degree. Twelve openings per year. Salaried.

OKLAHOMA STATE STUDENT GOVERNMENT INTERNSHIP PROGRAM

Oklahoma State Regents for Higher Education
Room 118, State Capitol Building
Oklahoma City, OK 73105
Robert Vincent, Program Director

(1974) Semester internships with agencies of state government. Openings for 15 interns per year. Applicants must be college juniors or above. Academic credit and stipend given.

PENNSYLVANIA GRADUATE INTERN PROGRAM

Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126
Joseph F. Bard, Program Director

(1973) Places graduate students in areas where skills and background are utilized in the Department of Education. Need background in educational administration, political science, social planning or public administration. One semester program, fall or spring. Open to native born Pennsylvanians. Small stipend provided.

PHOENIX MANAGEMENT INTERN PROGRAM

Budget and Research Director
Municipal Building
251 West Washington, Room 821
Phoenix, AZ 95003
John B. Weintz, City Manager

(1945) Students intern as staff assistants to administrators or citizens committees, attend cabinet meetings, conferences and special study sessions. Applicants must have master's degree in public administration or similar field. Salaried.

RESOURCE DEVELOPMENT INTERNSHIP PROJECT

Poplar's Building
400 E. Seventh
Bloomington, IN 47401
D. Jeanne Patterson, Project Director

(1971) Organizes and encourages student internships in development and public affairs in the Midwest. Participation: college students who have completed sophomore year. Educational Grants provided.

RHODE ISLAND STATE GOVERNMENT INTERNSHIP COMMISSION

Room 323, State House
Providence, RI 02903
Oliver L. Thompson, Program Director

(1967) Semester legislative internship with Rhode Island State government. Openings for 60 interns recruited from Rhode Island colleges and universities.

SOUTH DAKOTA LEGISLATIVE STUDENT INTERN PROGRAM

Legislative Research Council
State Capitol Building
Pierre, SD 57501
Michael C. Ortner, Program Director

(1974) Provides 20 legislative internships per year. Students enrolled in degree-granting institution of higher education eligible. Programs last 6-9 weeks, provide weekly stipend and possibility for academic credit.

SOUTH DAKOTA STUDENT INTERN PROGRAM - EXECUTIVE BRANCH

Department of Education and Cultural Affairs
State Capitol
Pierre, SD 57501

(1973) Arranges summer and academic year internships in agencies, committees or associations of Executive Branch of State Government. Approximately 60 students accepted into summer program, 25 during the school year. College juniors, seniors, and graduate students who are residents of South Dakota or attending South Dakota schools eligible. Twelve week program provides academic credit and weekly stipend.

SOUTHWEST EDUCATIONAL INSTITUTE, INC.

STATE OF HAWAII LEGISLATIVE INTERN PROGRAM: STATE OF HAWAII EXECUTIVE CITY AND COUNTY OF HONOLULU ADMINISTRATIVE INTERN PROGRAM

Center for Governmental Development
1394 A Lower Campus Drive
Honolulu, HI 96822
Lionel Medeiros, Program Director

(1959) Internships in state executive, legislative offices, offices of city and county government. State internships one semester, city and county internships one year. Upper division undergraduates only. Thirty positions per year. Small salary provided. Academic credit awarded for legislative internships only.

STUDENT INTERN PROJECT
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, GA 30313
Harlan T. Cooper, Director

(1968) Assists in the development of service-learning internships in fourteen Southern states. Students serve in state and local public agencies. State programs in operation in Georgia, North Carolina, South Carolina, Texas and Virginia.

STUDENT INVOLVEMENT ASSISTANCE CENTER
Interagency Training Division
Department of Personnel
Olympia, WA 98501
David Calof, Coordinator

Arranges intern programs, provides research and technical assistance to colleges, high schools, state and local agencies.

TWIN CITY AREA URBAN CORPS
1603 Chicago Avenue
Minneapolis, MN 55404
Dennis J. Bible, Acting Director

(1969) Places 400 interns per year in metropolitan city, county, state and suburban governments, Board of Education and non-profit agencies. Internships from ten weeks to one year. Open to all college students. Weekly stipend.

UNITED NATIONS ASSOCIATION OF THE U.S.A.
345 East 46th Street
New York, NY 10017

Dedicated to enhancing and strengthening the role of the UN in international affairs. Works with 135 national organizations to develop programs and materials relating to international understanding. Intern positions available year-round in research writing, editing and administration.

U.N. AND RELATED AGENCIES

FOOD AND AGRICULTURE ORGANIZATION (FAO)
Viale delle Termi di Caracalla
Rome, Italy

North American Regional Office
1335 C Street, N.W.
Washington, D.C. 20437

Studies and advises on production, distribution, consumption of food and nutrition. Surveys agriculture, fisheries, forests to help countries improve methods and output.

GENERAL AGREEMENT ON TARIFFS AND TRADE (GATT)
Geneva, Switzerland

Promotes the easing of trade barriers through the operation of an international commercial treaty.

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INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
1818 H Street, N.W.
Washington, D.C. 20433

(1944) International organization of 114 countries. Purpose is to finance projects in less developed member countries. Young Professionals Program recruits individuals for careers in the World Bank Group. Twelve to eighteen month training period. Summer Recruitment Program has 2-4 month paid positions for individuals who want to work as secretaries, clerks, messengers or economic research assistants.

INTERNATIONAL CIVIL AVIATION ORGANIZATION (ICAO)
1080 University Street
Montreal 3, P.Q., Canada

Promotes better regulations for civil aviation. Drafts standards for uniform rules. Establishes air rights and duties and facilities for international air transport.

INTERNATIONAL DEVELOPMENT ASSOCIATION
Washington, D.C.

Extends credit to development projects in member countries.

INTERNATIONAL FINANCE CORPORATION
Washington, D.C.

Promotes economic growth through investments in private enterprise in developing countries.

INTERNATIONAL LABOR ORGANIZATION (ILO)
154 Rue de Lausanne
CH-1211 Geneva, Switzerland

U.S. Branch: 666 11th Street, N.W.
Washington, D.C.

Helps solve industrial-labor problems and promotes economic development. Activities include research, conferences to set working standards and assistance for countries drafting labor laws and programs.

INTERGOVERNMENTAL MARITIME CONSULTATIVE ORGANIZATION
London, England

Works to increase safety at sea, expand trade and shipping facilities and prevent unfair shipping practices.

INTERNATIONAL MONETARY FUND
Washington, D.C.

Stabilizes currencies to aid international trade and employment. Activities include research of monetary situations, special study teams, and aid for countries dealing with short-term foreign payments difficulties.

INTERNATIONAL TELECOMMUNICATION UNION (ITU)
Place des Nations
Geneva, Switzerland

Establishes world regulations for radio, telegraph and telephone services.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)
Place de Fontenoy
Paris 7, France

Promotes peace through international collaboration in education. Projects involve training of teachers, technicians, scientists and engineers; fostering appreciation of different cultures and providing assistance in developing mass communication.

UNITED NATIONS HEADQUARTERS
New York, NY

Voluntary association of 122 nations to promote security and peace. The fifteen related agencies of the U.N. are separate world organizations with own memberships, constitutions, staff and budgets. All are coordinated through the Secretary General

UNIVERSAL POSTAL UNION (UPU)
Schosshaldenstrasse 46
CH-3000 Berne, Switzerland

Regulates all aspects of international mail service.

WORLD METEOROLOGICAL ORGANIZATION (WMO)
41 Avenue Guiseppe-Motta
Geneva, Switzerland

Improves weather-forecasting services through international exchange of weather data and the development of new technologies. Operates a global weather system, "World Weather Watch".

U.S. GOVERNMENT AGENCIES

DEPARTMENT OF AGRICULTURE
14th Street and Independence Avenue, S.W.
Washington, D.C. 20250

Member agencies include: Forest Service, Farmer Cooperative Service, Extension Service, Soil Conservation Service and the Food and Nutrition Service.

DEPARTMENT OF COMMERCE
Springfield, VA 22151

Member agencies include: Office of Minority Business Enterprise, Office of Telecommunications, Patent Office, and the National Technical Information Service.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE (HEW)
5600 Fishers Lane
Rockville, MD 20852

Member agencies include: Alcohol, Drug Abuse and Mental Health Administration, Food and Drug Administration, Health Resources Administration, National Institutes of Health and Health Services Administrations. Teacher Corps also comes under HEW.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
451 7th Street, S.W.
Washington, D.C. 20410

Programs are aimed at improving housing conditions and the quality of the urban environment. Sponsers 70 action programs that aid states and local communities with technical and financial assistance.

DEPARTMENT OF THE INTERIOR
C Street Between 18th and 19th Streets, N.W.
Washington, D.C. 20240

Member agencies include: Bureau of Indian Affairs, Bureau of Outdoor Recreation, Bureau of Sport Fisheries and Wildlife, Bureau of Land Management, and the National Park Service.

DEPARTMENT OF JUSTICE
Constitution Avenue and 10th Street, N.W.
Washington, D.C. 20530

Member agencies include: Bureau of Prisons, Drug Enforcement Administration, Federal Bureau of Investigation, Law Enforcement Assistance Administration and Immigration and Naturalization Service.

DEPARTMENT OF TRANSPORTATION
400 7th Street S.W.
Washington, D.C. 20590

Member agencies include: Federal Aviation Administration, Federal Highway Administration, Federal Railroad Administration, National Highway Traffic Safety Administration, U.S. Coast Guard and Urban Mass Transportation Administration.

U.S. DEPARTMENT OF APPRENTICESHIP AND TRAINING
Department of Labor
Washington, D.C. 20202

Information on 350 apprenticeable occupations. Specific information obtained from the Bureau's eleven regional offices or the apprenticeship agencies in 29 states.

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WASHINGTON D.C. CENTER FOR LEARNING ALTERNATIVES
1735 Eye Street, N.W., Suite 601
Washington, D.C. 20006

Assists institutions in designing field experience educational programs in Washington D.C. Develops and coordinates auxiliary educational services, expedites procurement of facilities and services, disseminates information. Program provides approximately 500 student interns access to Congressional, Executive or Public Interest offices per semester. WCLA responsible for selecting, placing, supervising and evaluating students.

WASHINGTON STATE SUMMER INTERN PROGRAM
Interagency Training Division
Department of Personnel
910 East 5th
Olympia, WA 98504

(1964) Over 100 intern placements arranged each year in state government agencies. Applicants must be college seniors or graduate students. Stipend provided.

WESTERN CENTER ON LAW AND POVERTY

WORLD WITHOUT WAR COUNCIL

ORGANIZATIONS FOR EDUCATIONAL REFORM

ALTERNATIVES FOR EDUCATION
P. O. Box 1028
San Pedro, CA 90733

Educational consultants to alternative schools. Publish monthly newsletter on alternative schools in Southern California.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION--NEXUS
One Dupont Circle, Suite 780
Washington, D.C. 20036

Referral service sponsored by American Association for Higher Education. Seeks to put people who are initiating or improving programs in post-secondary education in touch with needed resources. Does not do routine research, or provide information that is already available through ERIC or in other printed literature.

APPALACHIA EDUCATIONAL LABORATORY
P. O. Box 1348
1031 Quarrier Street
Charleston, WV 25325

Works to develop curriculum materials and model education cooperatives for rurally isolated schools.

THE ASSOCIATION OF MEXICAN-AMERICAN EDUCATORS
716 15th Street
Broderick, CA 95605

Seeks to improve educational opportunities for Mexican-American children and youth through preparation of qualified personnel, special program development and improved community relations. Information concerning Mexican-American education available from Association's clearinghouse.

THE ASSOCIATION FOR WORLD EDUCATION
c/o School for International Training
Brattleboro, VT 05301

Purpose of the Association is to provide: means of intercommunication, forum for the exchange of knowledge and experience in cultivation of a global view of education, assist members with educational resources and promote research related to world education. Publishes the Journal of World Education, quarterly.

BAY AREA RADICAL TEACHERS ORGANIZING COLLECTIVE (BARTOC)
388 Sanchez
San Francisco, CA 94114

Sponsors a radical education resources center with listings of people, places, projects, curriculum materials and bibliographies. Publishes magazine, No More Teachers Dirty Looks.

THE CENTER FOR CURRICULUM DESIGN
Box 350
Evanston, IL 60204

Non-profit educational foundation that provides materials, presentations, consultations and network services to individuals and organizations concerned with alternatives to traditional school experience. Publishes Somewhere Else: A Living Learning Catalogue, international directory to non-school learning experiences which lists opportunities in social and political change, arts and crafts, media, outdoor living, alternative futures, overseas work/study and growth centers.

THE CENTER FOR EDUCATIONAL REFORM
2115 "S" Street, N.W.
Washington, D.C. 20008

Clearinghouse for information on educational and social change. Focus on higher education, although also concerned with other aspects of education, from community education projects to high school organizing. Publishes articles dealing with various issues and tactics in educational change. Monthly magazine, Edcentric.

CENTER FOR NEW SCHOOLS
431 S. Dearborn, Suite 1527
Chicago, IL 60605

Assistance to communities in planning, operation and evaluation of experimental school programs.

CENTER FOR RESEARCH AND EDUCATION
2010 E. 17th Avenue
Denver, CO 80206

Private non-profit corporation engaged in innovative educational training, developmental research, program design and evaluation. Also active in development of human and organizational potential, teacher training, manpower training, environmental education, language and cross-cultural communication and management.

CENTER FOR URBAN EDUCATION
105 Madison Avenue
New York, NY 10016

Seeks to improve educational techniques in metropolitan communities by providing research, evaluation and information services concerning curriculum materials and community relations.

CHANGE FOR CHILDREN
2588 Mission Street, Room 226
San Francisco, CA 94110

Education action project working to eliminate racial and sex-role stereotypes in schools. Sponsors education programs, maintains lending library and develops alternative educational materials.

CHILD CARE RESOURCE CENTER AND LIBRARY, INC.
406 East 48th Street
Minneapolis, MN 55409

Resources include curriculum guides, bibliographies of non-sexist children's books, classes and workshops.

CONCILIO NACIONAL DE ESTUDIOS CHICANOS
1700 K Street, Suite 1207
Washington, D.C. 20006

Focuses national attention on the need for training programs for bicultural and bilingual education, establishment of a Chicano publishing house, Chicano curriculum at the elementary and secondary levels and more college extension courses.

CREATIVE EDUCATION FOUNDATION
1300 Elmwood Avenue
Chase Hall
Buffalo, NY 14222

(1954) Established to bring about a more creative trend in American education, government and industry. Activities include co-sponsorship of graduate and undergraduate courses, annual institutes, research, dissemination of educational materials and publication of the quarterly, Journal of Creative Behavior.

EDUCATION ACTION FUND
P. O. Box 37, Essex Station
Boston, MA 02138

Provides financial assistance and advice to integrated free schools in inner city areas.

EDUCATION EXPLORATION CENTER, INC.
3104 16th Avenue, South
Minneapolis, MN 55407

Multi-service clearinghouse, resource and information center on alternatives in education. Publishes newsletter, operates referral service, drop-in resource center, organizes workshops and conferences.

EDUCATIONAL POLICY RESEARCH CENTER-SURC
Merrill Lane, Skytop
Syracuse, NY 13210

Center for the study and research of educational innovation and institutional change. Publications available.

EMMA WILLARD TASK FORCE ON EDUCATION
Box 14229, University Station
Minneapolis, MN 55414

Research, preparation and distribution of materials for non-sexist public education and teaching.

FEMINISTS ON CHILDRENS MEDIA
P. O. Box 4315, Grand Central Station
New York, NY 10017

Resource for information on non-sexist children's literature. Consultants to groups, schools and libraries.

INDIAN RESEARCH AND DEVELOPMENT ASSOCIATION
Box 4355
Ottawa 1, Ontario, Canada

Rewriting Indian history to reflect the Native American point of view.

INSTITUTE FOR RESPOSIVE EDUCATION
704 Commonwealth Avenue
Boston, MA 02215

Created to study and assist the process of citizen participation in education. Provides leadership training, consultant help and information. Publishes a quarterly journal.

INTERFACE LEARNING COLLECTIVE, INC.
P. O. Box 970
Utica, NY 13503

Counselors, teachers and students organized to support and develop alternative programs for learning. Offers program of preparation and support for persons planning independent field studies. Consulting services for workshops in experimental learning, life planning and journal techniques. Quarterly, Interface Journal, describes alternatives in higher education.

MINNESOTA CONSORTIUM FOR MULTI-ALTERNATIVE EDUCATION
3104 16th Avenue, South
Minneapolis, MN 55407

Advocate for educational alternatives. Publishes newsletter and shares information on educational resources and events.

THE NATIONAL ALTERNATIVE SCHOOLS PROGRAM
School of Education
University of Massachusetts
Amherst, MA 01002

Publishes directory of alternative schools, K-12 and provides information on workshops for directors of free schools.

NETWORK ON EDUCATIONAL UNREST
University of Michigan
201 Catherine Street
Ann Arbor, MI 48104

Funded by OEO. Oriented toward eliminating racism within the school system. Regional centers send representatives to schools to work with curriculum and authority structures.

New Schools Exchange
Pettigrew, AR 72752

National clearinghouse for the exchange of ideas and information about alternatives in education, i.e., community schools, free schools, innovative public schools, experimental colleges, free universities, learning exchanges, networks and clearinghouses. Publishes biweekly newsletter and annual Directory of Alternative Schools.

NEW SCHOOL MOVEMENT
Earthstation 7 - 402 25th Street, East
Seattle, WA 98112

Resource center for books, brochures, periodicals and directories of schools and projects on alternative education in the state.

NEW SCHOOLS NETWORK
3039 Deakin Street
Berkeley, CA 94705

Resource for information on alternative schools, public and private in the East Bay area.

OHIO COALITION FOR EDUCATIONAL ALTERNATIVES NOW
Lu Vorys
5826 Havens Corners Road
Gahanna, OH 43230

Provides listing of educational alternatives in Ohio.

ORGANIZATION::RESPONSE
Georgetown Office Service Center
3160 O Street, N.W.
Washington, D.C. 20007
Philip C. Ritterbush, Chairman

Independent, non-profit, innovation collaborative seeking to promote improvement in institutions responsible for the advancement and application of knowledge. Develops new institutional mechanisms to facilitate off-campus learning, has launched a number of specialized planning studies and opened a national registry of internships and experiential education. Presently involved with a project to develop new institutions for knowledge dissemination.

RIO GRANDE EDUCATIONAL ASSOCIATION
P. O. Box 2241
Santa Fe, NM 87501

Resource network for educational alternatives in the Southwest. Encourages meetings and continued communication among people interested in nontraditional education.

ROCKY MOUNTAIN CENTER FOR EXPERIENTIAL LEARNING (ROMCEL)
P. O. Box 10103, University Park Station
Denver, CO 80210

Educational organization established to provide alternative programs for learning in alternative education and training for human growth, leadership training and professional growth, personal exploration and adventure, projects for implementing social and community change. Consultants in communications training and experiential program design.

THE SOCIETY FOR FIELD EXPERIENCE EDUCATION
Off-Campus Study Office
New College
Sarasota, FL 33578

(1972) Facilitates open sharing of ideas among persons and institutions concerned with off-campus field experience education, develops and supports exploration of problems in field education; acts as a source of information and expertise for those seeking assistance for the implementation, development or revision of field experience programs. Also assists membership in seeking and managing funds for activities in field demonstration and research involvement. Publishes regular newsletter, Field Forum.

SUMMERHILL COLLECTIVE
137A West 14th Street
New York, NY 10011

Resource for summerhill-based schools.

SYNECTICS EDUCATION SYSTEMS
121 Brattle Street
Cambridge, MA 02138

Combines a blend of theory, skill building and practical application for educators who want a synectics approach to problem-solving, learning and communication. Offers teacher training workshops, problem-solving workshops and special problem solving service.

THE TEACHER DROP-OUT CENTER
c/o Len Solo
School of Education
University of Massachusetts
Amhearst, MA 01002

Publishes information for teachers looking for employment in alternative and traditional schools.

TEACHERS AND WRITERS COLLABORATIVE
186 W. Fourth Street
New York, NY 10014

Combines professional writers and teachers in the classroom environment to develop new curriculum. Supported by various foundations. Teacher workshops and newsletter available.

WASHINGTON AREA FREE SCHOOL CLEARINGHOUSE
4632 - A South 36th Street
Arlington, VA 22206

Clearinghouse for information on alternative schools in the Washington, D.C. area. Makes arrangements for college students to work in the local schools for credit.

ZEPHYROS
1200 Stanyon
San Francisco, CA 94117

Zephyros

Collaborative of San Francisco teachers, parents and artists. Sponsors workshops in creative skills, carpentry and computer uses for the classroom. Operates the Zephyros Education Exchange where teachers and parents share ideas created and used in the classroom.

RESOURCES

THE EDUCATION DEVELOPMENT CENTER
55 Chapel Street
Newton, MA 02160

THE SUMMERHILL SOCIETY
6063 Margis
Los Angeles, CA 90034

PRESCHOOL/ELEMENTARY/SECONDARY

THE CHILD CARE RESOURCE CENTER
123 Mt. Auburn Street
Cambridge, MA 02138

Involved with child care programs in the Boston area. Activities in technical assistance to child care centers, information and referral services and political advocacy.

DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA
1401 K Street, N.W.
Washington, D.C. 20005

Provides information, audio-visual aids, bibliographies, legislative notes, publications and newsletters in support of public funded, community run child care centers.

THE EARLY CHILDHOOD EDUCATION RESOURCE AND TRAINING PROGRAM, INC.
13 Hamilton Street
Holyoke, MA 01040

Workshops, information and assistance to day care centers in the Holyoke area. Program has been a source of ideas and materials to other United States organizations.

HIGH SCHOOL STUDENT INFORMATION CENTER
1010 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Promotes student rights and provides information and resources for student activists. Publishes a regular newsletter.

LIASON COMMITTEE FOR CHILD CARE CENTERS IN HIGHER EDUCATION
c/o Sue Brock, Coordinator
1736 Scenic Avenue
Berkeley, CA 94709

Liason organization for California's campus-affiliated child care centers.

NAIROBI COLLEGE
635 Donohoe Street
Palo Alto, CA 94303

Two year alternative program directed toward Black community. Programs include vocational training and preparation for four-year institutions of higher education. Enrollment of 700.

NETHERS COMMUNITY SCHOOL
Box 41
Woodville, VA 22749

Living-learning school for students ages 11-18 in a community of skilled people farming and building in the Blue Ridge Mts. Students can take apprenticeships, traditional formal classes, independent studies or work on community projects. Year-round openings for persons with special skills and teaching abilities. Application made through personal visit and three month probationary period.

SYMBAS
One
1380 Howard Street
San Francisco, CA 94103

Learning opportunity for people 14-18 to attend a warehouse school that shelters people in drama, carpentry, computers, physics, dance, printing and music. Flexible structure, learning arranged through individuals in the warehouse or in the Bay area. High school diploma awarded.

THE SINGLE PARENT RESOURCE CENTER
4284 Douglas Street
San Francisco, CA

Resource center for information on child care facilities and operations, runs day care cooperatives, switchboard, helps people set up playgroups, maintains library of information on children and alternative lifestyles for parents.

SPECIAL PROGRAMS

ADULT EDUCATION ASSOCIATION OF THE U.S.A.
1225 Nineteenth Street, N.W.
Washington, D.C. 20036

(1951) Acts as clearinghouse and consultant on issues concerning adult education. Undertakes research, administers adult education programs, conducts conferences, hosts foreign visitors, maintains information on international affairs and publishes quarterly magazine.

CENTER FOR URBAN EDUCATION
2341 Twelfth Street
Detroit, MI 48216
N.A. Morgan, Coordinator, Urban Studies

Conducts teacher workshops for adult educators and urban seminars for high school students. Non paying internships possible.

CENTRO INTERCULTURAL DE DOCUMENTACION (CIDOC)
Apartado 479
Cuernavaca, Morelos, Mexico

(1961) Established by Ivan Illich. Meeting place "for persons whose common concern is the reconstruction of society and the understanding of the minds and hearts of men." Publishes catalogue listing teacher initiated activities organized at the Center. Operates intensive Spanish language programs. Students accepted for one or several terms of independent study.

COUNCIL ON LEGAL EDUCATION OPPORTUNITY
Moorehouse College
Atlanta, GA 30314

Aid for minority students who wish to enter law school. Program offers special summer training sessions with scholarships. Helps selected students gain needed pre-law skills and advanced credits.

✻

COVENTRY CATHEDRAL SERVICE AND STUDY PROGRAM
Cathedral Office
Coventry CV1 5ES, England
K. Woolhouse

International and ecumenical project of study and social involvement during the summer months. Each series of residential courses last two weeks. Also one year program of study and involvement offers 32 semester credits. Open to college students.

ESPERANTO INFORMATION CENTER
410 Barrell Road
Hillsborough, CA 94010

Organization for the advocacy and teaching of the Esperanto, an international language. Local chapters world-wide. Publishes a newsletter.

FT. WAYNE FOLK SCHOOL
Box 681
Fort Wayne, IN 46801
Terry Doran

Community learning center for all ages. Courses, discussions, speakers, workshops offered on many subjects. Publishes magazine and newsletter, Return to Learning.

HESBJERG PEACE RESEARCH COUNCIL

HINTON RURAL LIFE CENTER

INTERNATIONAL AFFAIRS SEMINARS OF WASHINGTON
1826 R Street, N.W.
Washington, D.C. 20009

(1951) Sponsors foreign policy seminars for Congresspersons, diplomats, news correspondents and government officials to encourage communication and the exchange of new ideas.

INSTITUTE OF MODERN LANGUAGES, INC. - AMERICAN EXPRESS
61 West 51st Street
New York, NY 10019

English as a Second Language (ESL) training programs in the United States and overseas. Teaching positions available.

NATIONAL HOME STUDY COUNCIL ✻
1601 18th Street, N.W.
Washington, D.C. 20009

Publishes a list of private home study schools that have been examined and accredited by the Council's accrediting commission. Directory of Accredited Home Study Schools available.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION ✻
1 Dupont Circle, Suite 360
Washington, D.C. 20036

Information on college and university correspondence courses. Guide to Independent Study Through Correspondence Instruction lists courses available through regionally accredited colleges and universities which are members of the Independent Study Division of NUEA.

NORTHWEST RURAL OPPORTUNITIES
Pasco, WA 99301

Supports migrant education for adults, provides tuition for students who have completed high school, assists people organizing cooperative farms and has founded 11 childhood development centers.

QUADRA EXPERIMENTAL COLLEGE
Quathiaski Cove
British Columbia, Canada

Small experimental community involved with organic living and learning. Offers courses in arts and crafts, homesteading and organic farming.

SOUTHERN APPALACHIAN CENTER
316 6th Street
Huntington, WV 25701

Seeks to incorporate understanding of the Appalachian experience through work, study and creative expression in art, film, song and writing.

SOUTHERN APPALACHIAN CIRCUIT
Box 1149
Beckley, WV 25801

Administers independent study projects for area students to study Appalachian culture, economy and history. Enrollment approximately 25.

SPRINGTREE COMMUNITY

UNION COLLEGE CHARACTER RESEARCH PROJECT
10 Nott Terrace
Schenectady, NY 12038

(1935) Concerned with character and personality potential. Offers research and consulting services, character education workshops, teacher training and parent education. Character education books, materials and a professional journal available.

XANADA
39 Place Louverture
Port-au-Prince, Haiti
Frank Ogden

Offers month long experience with voodoo and other Haitien arts. Course held in a voodo temple and co-taught by a voodoo priest. Participation limited to ten people, 18 years or older. Course conducted in French, Spanish, Creole and English with cross translation as required.

RESOURCES

NATIONAL COUNCIL OF TRADE AND TECHNICAL SCHOOLS
2021 L Street, N.W.
Washington, D.C. 20036

PUBLICATIONS

Alternatives for Education, P.O. Box 1028, San Pedro, California, 90733.
A monthly newsletter about alternative humanistic schools.

Blaze, W., Hertzberg, B., Krantz, R., and Lehrke, A. Guide to Alternative Colleges and Universities, Boston: Beacon Press, 1974. ($4.25)

Publications sponsored by the Carnegie Commission on Higher Education:

Continuity and Discontinuity: Higher Education and the Schools, Hightstown, New Jersey: McGraw-Hill, 1973. ($2.95)

Less Time More Options: Education Beyond the High School, Hightstown, New Jersey: McGraw-Hill, 1971.

The More Effective Use of Resources: An Imperative for Higher Education, Hightstown, New Jersey: McGraw-Hill, 1972.

New Students and New Places: Policies for the Future Growth and Development of American Higher Education, Hightstown, New Jersey: McGraw-Hill, 1971. ($3.50)

Opportunities for Women in Higher Education: Their Current Participation, Prospects for the Future, and Recommendations for Action, Hightstown, New Jersey: McGraw-Hill, 1973. ($4.50)

The Purposes and the Performance of Higher Education in the United States: Approaching the Year 2000, Hightstown, New Jersey: McGraw-Hill, 1973. ($2.45)

Reform on Campus: Changing Students, Changing Academic Programs, Hightstown, New Jersey: McGraw-Hill, 1972. ($2.95)

Sanders, I.T., and Ward, J. Bridges to Understanding: International Programs of American Colleges and Universities, Hightstown, New Jersey: McGraw-Hill, 1970. ($7.95)

Spurr, S. H. Academic Degree Structures: Innovative Approaches, Principles of Reform in Degree Structures in the United States, Hightstown, New Jersey: McGraw-Hill, 1970. ($6.95)

Toward a Learning Society: Alternative Channels to Life, Work, and Service, Hightstown, New Jersey: McGraw-Hill, 1973. ($2.95)

Withey, S. B. A Degree and What Else? A Review of the Correlates and Consequences of a College Education, Hightstown, New Jersey: McGraw-Hill. ($5.95)

Center for Curriculum Design. Somewhere Else: A Living-Learning Catalogue, Chicago: Swallow Press, 1973. ($3.00)

Centerpeace: A Free School Magazine, 57 Hayes St., Cambridge, Massachusetts, 02139.
Purpose is to spread information helpful to radical school reform. Concerned with both alternative schools and the public school system.

Change, The Magazine of Higher Learning. Educational Change, Inc., Box 2050, Greenwich, Connecticut, 06830

The Chronicle of Higher Education, 1717 Massachusetts Ave., N.W., Washington DC 20036.

A Continuing Directory of Schools. Teacher Drop-Out Center, P.O. Box 521, Amherst, Massachusetts, 01002.
Schools on this list vary from Summerhillian to modular flexible scheduled ones, pre-school to college, public and private.

Coombs, T. (ed). New York Times Guide to Continuing Education in America, prepared by the College Entrance Examination Board, New York: Quadrangle Books, 1972.
Comprehensive compilation of educational opportunities available in 2,100 classroom institutions and 180 correspondence schools.

Cornell Center for Improvement in Undergraduate Education. The Yellow Pages Of Undergraduate Innovations, New Rochelle, New York: Change Magazine, 1974. ($4.95)

Coyne, J. and Hebert, T. This Way Out; A Guide to Alternatives to Traditional College Education in the United States, Europe and the Third World, New York: E.P. Dutton and Co., 1972. ($4.95)

Cross, K. P. Beyond the Open Door, San Francisco: Jossey-Bass, Inc., 1971

Cross, K. P. and Gould, S. B. (eds.). Explorations in Non-Traditional Study, San Francisco: Jossey-Bass, Inc., 1972

Cross, K. P. and Valley, J. R. and Associates. Planning Non-Traditional Programs, San Francisco: Jossey-Bass, Inc., 1974
An analysis of the issues for postsecondary education.

Daedalus, The Journal of American Arts and Sciences. Issue on "American Higher Education, Toward an Uncertain Future", Cambridge, Fall, 1974.

Department of Higher Education News Notes. National Council of the Churches of Christ in the U.S.A., 475 Riverside Drive, New York, New York, 10027.

Directory of Free Universities and Experimental Colleges. Center for Educational Reform, 2115 "S" St., N.W., Washington DC, 20008, 1971.

Directory of Independent Study Programs offered in Colleges, Universities and Private Institutions Throughout the United States and Canada. Educational Consultants, Inc., St. Louis, Missouri.

A Directory of Public Service Internships: Opportunities for the Graduate, Post-Grduate and Mid-Career Professional. The National Center for Public Service Internship Programs, Suite 601, 1735 Eye St., N.W., Washington DC, 20006.

Directory of Tutorial Projects. U.S. National Student Association, 2115 "S" St., N.W., Washington DC, 20008.

Duley, J. (ed.). Implementing Field Experience Education: New Directions for Higher Education, San Francisco: Jossey-Bass, Inc., Summer 1974.

Edcentric Magazine, 2115 "S" St., N.W., Washington DC, 20008.

Financial Aid For Professional And Graduate Education. National Council of the Churches of Christ in the U.S.A., 475 Riverside Drive, New York, New York, 10027.

Fletcher, M. A. The Open University, The External Degree and Non-traditional Study; A selected Annotated Bibliography, Bryn Mawr, Pennsylvania: The American College of Life Underwriters.

Free U's - Experimental Colleges. New Schools Exchange Newsletter, No. 72, February 15, 1972.

Guide to Independent Study Through Correspondence Instruction. The National University Extension Association, Suite 360, One Dupont Circle, Washington DC, 20036.

Hall, Lawrence, et. al. New Colleges for New Students, San Francisco: Jossey-Bass, Inc., 1971.

Hecht, M. and Traub, L. Alternatives to College, New York: MacMillan Publishing Co., 1974.

Hesburgh, T. M., Miller, P. A. and Wharton Jr., C. R. Patterns for Lifelong Learning, San Francisco: Jossey-Bass, Inc., 1973.

Houle, C. O. The External Degree, San Francisco: Jossey-Bass, Inc. ($8.50)

Lewchuk, R. C. (ed). National Register of Internships and Experiential Education, Washington DC: Acropolis Books Ltd., 1973. ($3.95)

Lewis, T. J. Federal Funding Sources Related to Urban Corps Internships, International City Management Association, 1140 Connecticut Ave., N.W., Washington DC, 20036, 1972.

Lichtman, J. Free University Directory, American Association of Higher Education, One Dupont Circle Room 780, Washington DC, 20036.

Marien, M. D. Alternative Futures for Learning: An Annotated Bibliography of Trends, Forecasts and Proposals, Syracuse: Educational Policy Research Center, Syracuse University, 1971. ($5.00)

Marien, M. Beyond the Carnegie Commission: A Policy Study Guide to Space/Time/Credit Preference Higher Learning, Syracuse: Educational Policy Research Center, Syracuse University Research Corporation, 1972. ($3.75)

New School Switchboard. AFSC-Switchboard, 319 E. 25th St., Baltimore, Maryland, 21218.
Contains articles on educational reform and news of conferences, workshops and organizations.

New Schools: A National Directory of Alternative Schools. The Education Center, 57 Hayes St., Cambridge, Massachusetts, 02139.

Newman, F. (Task Force Chairperson). The Second Newman Report: National Policy and Higher Education, Cambridge: MIT Press, 1973. ($3.45)

Newsletter about Higher Education. Western Regional Staff of United Ministries in Higher Education, 627 Taylor St., #22, San Francisco, California, 94102.

Raines, M. R. Life-Centered Education, Research and Report Series No. 6. Kellogg Community Services Leadership Program, Michigan State University, Erickson Hall, E. Lansing, Michigan, 48824. ($1.50)

Ritterbush, P. C. (ed.). Let the Entire Community Become our University, Washington DC: Acropolis Books Ltd., 1972. ($3.95)

A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens. The Fellowship Office, Commission on Human Resources, National Research Council, Washington DC.

Shriner, R. D. Handbook for Professional and Administrative Internships, Resource Development Internship Project, 334 Poplars Bldg., 400 E. 7th St., Bloomington, Indiana, 47401, 1972.

Smithsonian Opportunities for Research and Study in History-Art-Science. Board of Academic Studies, Smithsonian Institution, Washington DC, 20560.

This Magazine is About Schools, 56 The Esplanade, Toronto 215, Canada
"A radical Canadian quarterly on education."

Urban Careers Guide. National Association of Housing and Redevelopment Officials, Publications Division, 2600 Virginia Ave., N.W., Washington DC, 20037
A guide to educational opportunities in the field of urban renewal, community development, housing, housing management and code enforcement.

Valley, J. R. An Inventory of External Degree Programs, Princeton, New Jersey: Educational Testing Service, 1971.

Youth and the Federal Service: A Summary of Significant Programs. U.S. Civil Service Commission, Bureau of Recruiting and Examining of the Commission, Washington DC, 20415, 1971.

Youth Programs Handbook. The U.S. Environmental Protection Agency, U.S. Government Printing Office, Washington DC, 20402.
Describes opportunities and internships in the Environmental Protection Agency.

Zauderer, J. Urban Internships in Higher Education, American Association of Higher Education, One Dupont Circle, Suite 780, Washington DC, 20036.

> "In a community devoted to the search
> for wisdom,
> the true relationship between people
> is that all are students and all
> are teachers."
>
> CHARLES REICH

B. Art and Artisan Skills

BLACKSMITHING

NORTH TEXAS FARRIERS SCHOOL
Box 666
Mineral Wells, TX 76067

Two week course covers all aspects of horseshoeing, fitting and diagnosis. Fee includes room, board, lectures and use of the equipment.

TURLEY FORGE
Santa Fe, NM 87501

Instruction in blacksmithing. Courses last 6 weeks and are limited to 5 students. Acceptance on first come - first serve basis. Fee covers lessons and materials.

RESOURCES

AGRISERVICES FOUNDATION
Stockmen's School
3699 E. Sierra Avenue
Clovis, CA 93612

ALBUQUERQUE HORSESHOEING SCHOOL
Box 433
Los Lunas, NM 87031

AMERICAN FARRIER'S ASSOCIATION
P.O. Box 695
Albuquerque, NM

EASTERN STATES FARRIER SCHOOL
R.D. 1, Box 49
Phoenix, NY 15135

GOLDEN LEAF FARRIER COLLEGE
P.O. Box 195
Sturgis, SD 57785

HILLCRAFT SCHOOL OF HORSESHOEING
Star Route, Box 12
Littleton, CO 80120

MAC'S HORSESHOEING ENGINEERS
Farrier's School
Box 31
Bridgeton, IN 47836

MARTINSVILLE SCHOOL OF FARRIERY
P.O. Box 1341
Martinsville, VA 24112

MARYLAND-VIRGINIA FARRIER'S SCHOOL
P.O. Box 132
Olney, MD 20832

MICHIGAN SCHOOL OF HORSHOEING
Box 423
Belleville, MI 48111

MID-SOUTH SCHOOL OF HORSESHOEING
1921 Groveshaven
Memphis, TN 38116

MIDWEST FARRIER SCHOOL
P.O. Box 201
Zenia, OH 45385

MIDWEST HORSESHOEING SCHOOL
Maple Lane Road
Rural Route 3
Macomb, IL 61455

NEBRASKA FARRIER SCHOOL
R.R. No. 1
Lincoln, NE 68502

NEW ENGLAND HORSE SUPPLY, INC.
Raymond, ME 04071

NORTH TEXAS HORSESHOEING INSTITUTE, INC.
Route L, Box 212
Grapevine, TX 76051

OKLAHOMA HORSESHOEING SCHOOL
Box 1152
Stillwater, OK 74074

OKLAHOMA FARRIERS COLLEGE
R.R. 1, Box 13
Sperry, OK 74073

PORTERVILLE HORSESHOEING SCHOOL
810 North Jaye Street
Porterville, CA 93257

SOUTH CENTRAL MISSOURI SCHOOL OF HORSESHOEING
R.R. 2, Box 292
West Plains, MO 65775

SOUTH JERSEY SCHOOL OF HORSESHOEING
R.D. Box 126
Harrisonvill-Ferrell RD.
Mullica Hill, NJ 07305

T-BONE HORSESHOEING SCHOOL
Calabasas, CA 91302

THE KANSAS STATE HORSESHOEING SCHOOL, INC.
R.R. 1, Box 33
Girard, KS 66743

WARRINGTON'S SCHOOL OF HORSESHOEING
Townsend, DE 19734

WESTERN'S SCHOOL OF HORSESHOEING, INC.
2801 W. Maryland Avenue
Phoenix, AZ 85017

WOLVERINE FARRIER SCHOOL
7690 Wiggins Road
Howell, MI 48843

BOOKCRAFT

CAPRICORNUS
3167 College Avenue
Berkeley, CA 94705

Teaches the art of bookbinding. Three to four hour classes held once a week.

HILLSIDE CENTER

INSTITUTO STATALE D'ARTE DI URBINO
Piazza Duca Federico
61029 Urbino, Italy

Provides specific training in the decoration and illustration of books. Offer courses on engraving techniques, chalcography, lithography and xylography. Classes limited to 20 students accepted on the basis of portfolios. Italian is the language of instruction, but English interpreters are available.

RICHARD MINSKY'S BOOKBINDING AND REPAIRING
105-21 Metropolitan Avenue
Forest Hills, NY 11375

Beginning and advanced bookbinding classes. Two week courses. Limited to 6 students.

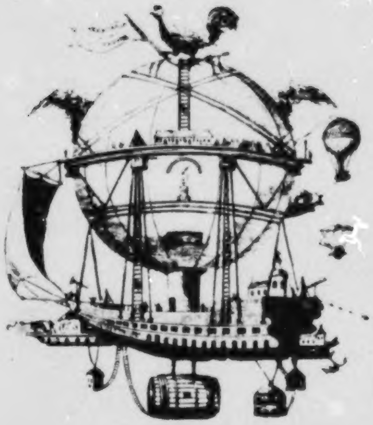
UNICORN PRESS
317 E. de la Guerre
Santa Barbara, CA 93102

Hand crafted books. Do their own handprinting, binding and paper making.

CULINARY ARTS

DUMAS PERE SCHOOL OF FRENCH COOKING
1129 Depot Street
Glenview, IL 60025

Chefs school. Ten week courses, 15 students per class. Free year long apprenticeships offered to high school graduates. Interview required.



DRAWING/PAINTING/SCULPTURE

ACCADEMIA DI BELLE ARTI
'Pietro Vannucci'
Pareggiata Alle Statali
(R.D. 25 Guigno 1940 N. 1036)
06100 Perugia, Italy

Offers 2 month summer courses in painting, sculpture and art history. With exception of the art history courses, all instructions are in Italian. Lectures in art history are given in English.

ART STUDENTS LEAGUE OF NEW YORK
215 W. 57th Street
New York, NY

Sculpture and painting courses.

ARTISTS FOR ENVIRONMENT AT THE DELAWARE GAP NATIONAL RECREATION AREA
Star Route Box 26
Columbia, NJ 07832

Sponsored by five schools of Fine Arts. This 12 week program allows students to study under various guests and permanent faculty in an outdoor environment. Only students of the participating schools are eligible. Full college credit granted.

CARRIZO LODGE ART AND CRAFT COURSES
P. O. Drawer A
Ruidos, NM 88345

(1952) Summer workshops in drawing, painting and sculpture. Each workshop lasts 2 weeks.

GRAPHICS ARTS WORKSHOP/PRINTMAKER'S GALLERY
6253 California Street
San Francisco, CA 94121

Cooperative workshop and gallery offering classes in the graphic arts.

POSITANO WORKSHOP
Villa Matteo
Via Monte 20
84017 Positano, Italy

(1953) Art Workshop. Offers summer drawing and painting courses. Open to beginning and advanced students, art teachers and professional artists. No prerequisites required.

POWERHOUSE GALLERY
1210 Greene Avenue
Montreal, Quebec, Canada

Women's gallery. Offers classes in drawing, painting, framing and lecture seminars by exhibiting artists.

PYTHAGOREION INSTITUTE OF PAINTING, INC.
P. O. Box 1124
Orleans, MA 02653

Summer: Kordas Painting Workshop
Post Office Box 8
Samos, Samou, Greece

Painting, drawing and ceramics for artists and students on the Greek Island of Samos. Does not offer courses or classes, but organizes intense unstructured studio workshops around various subject matter and problems in art, art history, archaeology and theories of art.

THE STUDIO ART CENTER OF TUSCANY
377 Park Avenue, South (8th floor)
New York, NY 10016

Summer art program. Eight weeks of painting, drawing, graphics and sculpture. Students study under American instructors and visiting artists.

GENERAL (MULTIPLE OFFERINGS)

AEGINA ARTS CENTRE
136 W. 52nd Street
New York, NY 10019

24 Kiniskas Street
Athens, Greece

International center located on a Greek Island. Workshops in photography, musicology, music, archaeology, painting and drawing, poetry, dance and modern Greek. Sessions from July through August.

THE ANDERSON RANCH
Box 5225
West Village
Aspen, CO 81611

Workshops in: seriagraphy, welding, metals, weaving, natural dyeing, pottery, glass blowing, drawing, raku, pottery and kiln building. Studio time includes learning to make your own tools. Eight week courses begin in June.

ARROWMONT
Box 567
Gatlinburg, TN 37738

Offers summer residential classes taught by nationally known artists. Classes offered in: jewelry, macrame, weaving, design, silk screening, stitchery, ceramics, spinning, vegetable dyeing and block printing. Fee includes tuition, room and board.

ART LIFE CRAFT STUDIOS, INC.
1380 3rd Avenue
New York, NY 10021

Year-round art school offering small group classes for beginning and advanced students in painting, sculpture, ceramics, wood, stone, metal and bronze.

ARTAUD
499 Alabama Street
San Francisco, CA 94110

Large building with space and people working in: film, dance, photography, art, mime, printing, crafts, architecture, a creative art school. Information directory available.

ARTPARK
Lewiston, NY
Jody Lammerts, Director of Park Programs

First government owned and operated facility with the exclusive purpose of making art available to the public. Offers a year long program in the arts to interested students. Internships possible.

BENZALEL ACADEMY OF ARTS AND DESIGN
Jerusalem, Israel

(1906) Recognized as the chief educational institution in Israel for studies of art and design.

BROOKFIELD CRAFT CENTER
Brookfield, CT 06804

(1954) Summer instruction in weaving, spinning, silk screening, photography, ceramics, sand casting, enamelling, pewtersmithing, bookcraft and quilting. Classes last from 1 to 2 weeks. Minimum age, 16 years.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS
5212 Broadway - at College Avenue
Oakland, CA 94618

Major functions of the College are to: train professional artists - sculptors, painters, printers, designers and craftspeople; develop teachers for public and private elementary and secondary schools, junior colleges and 4-year colleges; and supply supplementary training in the arts and crafts for students not desiring degrees.

CALIFORNIA INSTITUTE OF THE ARTS
24700 McBean Parkway
Valencia, CA 91355

(1961) Community of seven schools of the arts: Art, Dance, Film, Humanities, Music, Theater and Video. Encourages students to work on independent projects. No structured or required curriculum. Credit awarded after a process of self-evaluation. Enrollment of 900.

CASTLE HILL
Truro Center for the Arts
Castle Road
Truro, Cape Cod, MA 02666

Summer workshops in photography, painting, sculpture, jewelry and silversmithing, music, weaving, wood, ceramics and writing. Two week classes limited to 15 participants.

COLLINWOOD ARTS CENTER
970 E. 152 Street
Cleveland, OH 44110

Center for pottery, dance, theater and art. Also recording studio, writing workshops, darkroom and craft store.

COMMONWEALTH ARTISTS TRUST
43-45 Hano Street
Allston, MA 02134

Community of artists. Classes offered on a flexible basis depending on the skills and inclinations of community members.

CONTEMPORARY CRAFT GALLERY AND SCHOOL
175 Post Road West
Westport, CT 06880

Craft classes for adults, teenagers and young children.

CRAFT CENTER
25 Sagamore Road
Worcester, MA 01605

Adult education classes in ceramics, design, enameling, weaving, stitchery, photography, printmaking and woodworking. Ten week terms. Limited number of scholarships available.

CRAFT STUDENTS LEAGUE
West Side "Y"
840 8th Avenue at 51st Street
New York, NY 10019

Instruction in macrame, batik, leather working, ceramics, guitar construction, jewelry and enameling, stained glass, gem-cutting, painting, woodworking and sculpture.

CREATIVE ARTS WORKSHOP
59 Whitney Avenue
New Haven, CT 06510

Classes in leather, batik, filmmaking, macrame, silkscreen.

CREATIVE OUTLET
3279 S.E. Hawthorne
Portland, OR

Classes and individual learning opportunities in woodworking, leatherworking, jewelry, cartooning and graphic arts, macrame, audio and video tape workshops. Some apprenticeships available.

CUMMINGTON COMMUNITY OF THE ARTS
Cummington, MA 01026

Summer community of individuals working in varied artistic forms. Facilities for 40 people in 10 farm buildings on 150 acres. Selection based on ability and desire to pursue artistic and creative work within a community structure.

DEPARTMENT OF URBAN OUTREACH
Philadelphia Museum of Art
P. O. Box 7646
Philadelphia, PA 19101

Arts workshops and museum equipment available to the public.

THE FACTORY OF VISUAL ART
5041 Roosevelt Way N.E.
Seattle, WA 98105

Summer courses and workshops in ceramics, sculpture, weaving, stained glass, calligraphy, painting and jewelry.

FLETCHER FARM CRAFT SCHOOL
Ludlow, VT 05149

Courses in design, spinning, dyeing, weaving, printing, glass lampshades, rosemalling and Early American design. Two and three week classes. College and high school credit.

FONTAINBLEAU FINE ARTS AND MUSIC SCHOOLS ASSOCIATION, INC.
1083 Fifth Avenue
New York, NY 10028

Advanced summer schools for practicing artists. Seminars held at the Palace of Fontainbleau in France, in architecture, painting, landscape, history of art and music. Seminars last 2 months and combine studio work, lectures and field trips. Academic credit arranged.

HAYSTACK MOUNTAIN SCHOOL OF CRAFTS
Deer Isle, ME 04627

Courses in weaving, graphics, glass, ceramics and jewelry. Openings for 55 residents and 10 day-students. Minimum age 18 years. Three week classes offered throughout the summer.

THE INSTITUTE OF AMERICAN INDIAN ART

Cerrillos Road
Santa Fe, NM 87501

School for Native Americans, grades 11, 12 and junior college. Accredited program in academic subjects plus painting, pottery, sculpture, graphics, ceramics, photography and creative writing.

INSTITUTE OF CONTEMPORARY ARTS AND VISUAL ARTS CLEARINGHOUSE

33 Beacon Street
Cambridge, MA 02138

Resource for writers and artists who want to get in touch with each other/paid and volunteer jobs/studio space. Supplies equipment to create wall murals on outdoor and underground structures.

JOHN C. CAMPBELL FOLK SCHOOL

Brasstown, NC 28902

(1930) Courses in weaving, woodworking and carving, Appalachian folklore and a variety of other crafts. Internships for Rural Living open to people from 18-30, program offers experiences in the school farm, dairy, greenhouses and in all crafts. If desired, opportunities for vocational and technical training available.

KUNSTHAANDVAERKER - OG KUNSTINDUSTRISKOLEN

Det Tekniske Selskabs Skoler
Rebslagervej 11, 2400 Copenhagen NV
Denmark

(1930) Four year school of arts, crafts and design.

LE CENTRE INTERNATIONAL DE TECHNIQUE ARTISANALES

Neige et Merveilles
064320 St. Dalmas de Tende
Alpes Maritimes
France

Two week craft seminars for beginning to advanced students in pottery, ceramics, enameling, sculpture metalwork, weaving and plastic work. No age, sex or education requirements.

LIGHTHOUSE SCHOOL OF ART

65[illegible] RT. 9W
Upper Grandview, NY 10960
M. D. Dash, Director

Classes offered in painting, sculpture, jewelry, pottery, printmaking, design, drawing and weaving. Openings for part-time and full-time students. Study arranged on a credit or non-credit basis.

LOS LLANOS

Old Santa Fe Trail
Santa Fe, NM 87501

Offers two programs: high school for students who have been dropouts of other systems; School of Arts and Crafts offers classes in Southwest culture, cookery, languages, weaving, photography, guitar and woodworking. Nine week semesters run all year.

THE MACDOWELL COLONY

Peterborough, NH 03458

Studio and living space for professional artists. Summer accomodations for 30 painters, composers, writers and sculptors. Maximum of 15 for remainder of the year.

THE MOMBACCUS ART CENTER

Bee Hive and City Hall Roads
Accord, NY 12404

"...a serious alternative to the study of art as conducted in academic institutions." Provides a casual structure where students and teachers learn together through small intensive classes and workshops. Facilities for ceramics, photography, multi-media events and exhibits.

MOUVEMENT ALPES DE LUMIÈRE

04-St-Michel-l'Obervatoire
C.C.P. 2748-90
Marseille, France

Residential base for travelers. Center for metal work, photography, archaeology and a museum for the ancient artistic trades. During 15 day stay participants contribute work and talents in communal living situation. Open to people from all countries, male and female, 18-30 years of age.

THE NAPLES MILL SCHOOL OF ARTS AND CRAFTS

P. O. Box 567
Naples, NY 14512

Concentrated 8 week sessions. Forty hours of student instruction each week with studios open 24 hours a day for independent study. Classes in ceramics, glassblowing, textiles and photography. Assistant positions and work scholarships occasionally offered under the resident program. Provides studio space for independent artists and craftspeople.

NEIGE ET MERVEILLES

06430 - Saint Dalmas de Tende, France

Courses in ceramics, copper-enameling, pottery, weaving, wickerwork and woodcarving.

PARSONS SCHOOL OF DESIGN

66 Fifth Avenue
New York, NY 10011

(1896) Offers a Bachelor of Fine Arts or a Professional Certificate in 6 areas of specialization: Art Education, Communication Design, Environmental Design, Fashion Design, Fine Arts and Illustration. Enrollment of 1200.

PENLAND SCHOOL OF CRAFTS

Penland, NC 28765

Classes from May through September. Instruction in graphics, sculpture, plastics, vegetable dyeing, enameling, glassblowing, lapidary, pottery, jewelry, weaving and metalsmithing. Taught by well known craftspeople. College credit available. Some scholarship aid.

THE SALEM CRAFTSMEN'S GUILD
1042 Salem Road
Union, NJ 07083

Ten week courses in stained glass, jewelry, sculpture, pottery, weaving and batik.

SCHOOL OF THE ARTS AND CRAFTS
Arts and Crafts Society
616 N.W. 18th Avenue
Portland, OR 97209

Teaching of arts and crafts. Small classes conducted quarterly. Twenty five paid staff and 400 students. Adult workshops held during the summer for professionals and advanced craftspeople.

THE SCHOOLS OF THE ART INSTITUTE OF CHICAGO
Michigan Avenue and Adams Street
Chicago, IL 60603

Goodman School of Drama and The School of the Art Institute. Both offer BFA and MFA programs.

STAGES
Gare de Meymac
Nationale 89, France

Residential Center for summer courses in weaving, sculpture and pottery. Located in scenic region of France. Recreation and sightseeing possibilities for participants.

STUDIO WORKSHOP INC.
10 W. 18th
Nes York, NY

Classes in watercolor, drawing, weaving, pottery and jewelry.

SUMMER ARTS STUDY CENTER
University of Minnesota
Hill City, MN

One and two week courses for beginning and advanced students in theatre, music, arts and crafts. Graduate and undergraduate credit available.

THOUSAND ISLANDS MUSEUM CRAFT SCHOOL
Clayton, NY 13624

Offers extensive range of craft courses in fall, winter and spring. Includes drawing, painting, weaving, woodcarving, batik, enameling, jewelry, leather, pottery, sculpture and stained glass.

TROUT FISHING IN AMERICA
353 Broadway
Cambridge, MA 02114

People sharing skills in candlemaking, massage, wilderness survival, poetry, weaving, pottery, astrology and silkscreening.

WEST-EAST BAG (W.E.B.)
For listing of closest representative
See: Feminist Art Journal
41 Montgomery Place
Brooklyn, NY 11215

Communication network for women in the art world. Information on workshops, programs, gallery practices and anti-discrimination actions. Newsletter sent to representatives in cities throughout the United States.

WOMEN'S ART CENTER
7587 Olive St. Road
St. Louis, MO
Jean Locey, Co-ordinator

Studio, exhibition space and classes in drawing, printmaking and welding.

RESOURCES

BANFF SCHOOL OF FINE ARTS
Banff, Canada

DANUBE BEND SUMMER COURSE IN ARTS
Apply to: Mr. Raymund Hegedus
Makarenko u 1-3 Estergom
Hungary

MOUNTAIN PEOPLE'S WORK
205 Main Street
Appalachia, VA 24216

ONTARIO COLLEGE OF ART
100 McCaul Street
Toronto, Canada

SAN FRANSISCO ART INSTITUTE
800 Chestnut Street
San Francisco, CA 94113

SITKA CENTER FOR ART AND ECOLOGY
Route 1, Box 20A
Otis, OR 97368

GLASS

THE FACTORY OF VISUAL ART

THE SALEM CRAFTSMEN'S GUILD

THE SAN FRANCISCO STAINED GLASS WORKS
3463 16th Street
San Francisco, CA

Stained glass supplies and instruction.

THE STAINED GLASS WORKSHOP
Ann and Henry Adams
Tavern Road
Boston, MA 02115

Classes in stained glass

STAINED GLASS WORKSHOP, INC.
136 Henry Street
New York, NY 10002

(1972) Workshops for beginning and advanced students in the art of stained glass.

THOUSAND ISLAND MUSEUM CRAFT SCHOOL

HANDICRAFTS

AMERICAN CRAFTS COUNCIL
44 W. 53rd Street
New York, NY 10019

(1943) Provides educational and professional services which promote craftsmanship and the use of craft products. Other activities include: the Museum of Contemporary Crafts, the magazine Craft Horizons, and a research department. Directory of craft courses in universities, colleges, private workshops, museum schools and art centers is available. Also publish a guide to world crafts.

BLUE RIDGE HEARTHSIDE CRAFTS ASSOCIATION
P. O. Box 96
Sugar Grove, NC 28679

A co-op funded by OEO to encourage the development of traditional Appalachian handicrafts. Run like a cottage industry, the co-op provides materials to the families then buys and markets their products. Craftspeople also teach classes.

CAROLINA DESIGNER CRAFTSMEN GUILD
2703 Sevier Street
Durham, NC 27705

Workshops, lectures, tours and shows.

CASA HISPANA DE BELLAS ARTES
362 Capp Street
San Francisco, CA 94110

Preserves and develops crafts of the Mexican-American heritage. Offers workshops for the San Francisco community and exhibition space for the display of finished products.

CHETIMACHA CRAFTS ASSOCIATION
Route 2, Box 224
Jeanerette, LA 70544

Indiancrafts.

DINE BI ARTS AND CRAFTS COOPERATIVE
Box 1514
Tuba City, Navaho Nation (Arizona)

Indiancrafts.

HILL 'N' HOLLOW
Main Street
Whitesburg, KY 41858

Group of craftspeople who work with traditional crafts in their homes or shops. Partially subsidized by the Mennonite Central Committee.

PETERS VALLEY CRAFTSMEN
Layton, NJ 07851

Skilled craftspeople live year round in Peters Valley, producing, demonstrating, teaching and selling their work. In summer and in January, 2-4 week courses taught by resident and visiting craftspeople. One day workshops and short courses offered all year round.

RESOURCES

THE ASSOCIATION FOR NATIVE DEVELOPMENT IN THE PERFORMING AND VISUAL ARTS
30 Bloor Street W. #400
Toronto, Ontario M4W 1A2

THE JUTE WORKS
P. O. Box 994
Dacca, Bangladesh

SIERRA LEONE ARTS AND CRAFTS
c/o Ministry of Trade and Industry
Tower Hill
Freetown, Sierra Leone, West Africa

JEWELRY/METALWORK

CASTLE HILL

CRAFT STUDENTS LEAGUE

CREATIVE OUTLET

LAMMAS
Box 8957
Washington, D.C. 20003

Silversmithing done by women. Willing to train feminists.

THE SNARLING IRON
Mars Hill, NC

Instruction in metal and jewelry design. Ten week courses offered spring and summer.

THE WORKING HAND CRAFT CENTER
515 Conneaut
Bowling Green, OH 43402
Philip Morton, Director

Produces hand-made contemporary jewelry. Three year apprenticeship program for contemporary jewelers. Stresses creativity, the learning of design and technical skills. Acceptance based on interview, samples of previous work and recommendations.

PHOTOGRAPHY

APEIRON
Silver Mt. Road, Box 551
Millerton, NY 12546

Residential workshops in photography, taught by well-known professionals. Partial work scholarships and academic credit available.

BALDWIN STREET GALLERY OF PHOTOGRAPHY
23 Baldwin Street
Toronto, Ontario, Canada

Provides an exhibition gallery for women photographers, bookstore, library, darkroom facilities and courses.

CENTER FOR PHOTOGRAPHIC STUDIES
131 W. Main Street
Louisville, KY 40202

Primary functions: offers a series of workshops geared to different age groups and levels of interest and experience; offers a full-time program that provides an alternative or supplement to college study in creative photography. Programs provide maximum flexibility and are tailored to meet individual needs and interests. Students spend between 2-4 semesters in the program.

COUNTRY PHOTOGRAPHY WORKSHOP
Woodman, WI 53827
Peter Gold

Six day or intensive weekend workshops, for beginning through advanced students. Emphasis on gaining a 'feel' for the content rather than the mechanisms of photography.

LIMFJORD COLLEGE OF PHOTOGRAPHIC ARTS
Kyø Slot, 9240 Nibe
Denmark

P. O. Box 408
Amstelveen, Netherlands

Offers two specialized degree programs: Bachelor of Arts - Photography and Master of Fine Arts. Programs require two years for completion, but single semester enrollment is available. Variable summer program offered. All courses taught in English.

NATIONAL CAMERA TECHNICAL TRAINING DIVISION
2000 W. Union Avenue
Englewood, CO 80110

Resident programs and home study courses in photo equipment repair and technology.

PLASTICS

ADAMY'S PLASTIC WORKSHOP
19 Elkan Road
Larchmont, NY 10538
George Adamy, Director

Workshops covering plastic techniques. College credit available.

POTTERY/CERAMICS

BALDWIN POTTERY
540 LaGuardia Place
New York, NY 10012

Beginning and advanced classes in glazing, throwing and handbuilding. Short-term intensive training courses available.

BIG CREEK POTTERY
Davenport, CA 95017

Classes and instruction in throwing, clay processing, glazing, firing of kilns and kiln construction. Fee includes all costs - living/learning. Experience not required. Three sessions, spring, summer and fall.

BOB FENTON
45 Pitman Avenue
Wakefield, MA 01880

Instruction in beginning pottery.

BOWERY POTTERY
163 Bowery at Delancy
New York, NY 10002

Small classes emphasizing handbuilding techniques. Twelve week sessions.

CLAY PEOPLE
3345 North Halstead
Chicago, IL 60657

Classes in handbuilding, wheelthrowing, and stoneware sculpture. Each class limited to 15 participants and held in ten, three hour sessions.

DENVER POTTERY STUDIO
422 - 21st Street
Denver, CO

Classes in raku, pottery and sculpture.

ESCUELA NACIONAL DE CERAMICA
Bulnes 45
Buenos Aires, Argentina

Beginning and advanced programs of study in ceramics. Spanish required.

GRAND STREET POTTERS
135 Grand Street
New York, NY

Pottery workshops.

greenwich house pottery
16 Jones Street
New York, NY 10014

School of ceramics for adults and children.

HAL RIEGGER POTTERY WORKSHOPS
Experiment-A-Workshops
5835 Bownes, N.W.
Calgary 45, Alberta, Canada

Instruction in pottery techniques without traditional tools and equipment. Outdoor studios in 5 different locations worldwide provide students with the opportunity to study/create primitive pottery. Participation open to individuals 15 years of age or older.

JUGTOWN POTTERY
Route 2
Seagrove, NC 27341
Nancy Sweezy

Pottery out of the past. Concentrates on creating pottery the way it was done in the 18th century, using the same techniques and tools. No classes, but a few apprenticeships.

MUDDY WHEEL POTTERY STUDIO
12953 Ventura Blvd.
Studio City, CA 91604

Beginning and advanced classes in pottery, weaving, macrame and sculpture.

mudflat
196 Broadway
Cambridge, MA 02139

Six week pottery courses. Work-study available.

MULBERRY ST. CERAMICS CO.
280 Mulberry Street
New York, NY 10012

Two month course for beginning potters. Only 2 students enrolled at one time.

OPUS 4
791 South Corona
Denver, CO 80209

Three week seminars in contemporary ceramic sculpture and traditional pottery techniques. Participants must be 18 years or older.

THE POT SHOP
604 Dempster Street
Evanston, IL 60202

Eight week classes in handbuilding and wheel throwing.

THE POTTERS WHEEL
5 Great Jones Street
New York, NY

Pottery courses.

THE POTTER'S WORKSHOP
2314 N.W. Thurman
Portland, OR 97201

Pottery instruction.

THE POTTERY SHOP
Lookout Mountain
Route 2
Rising Fawn, GA 30738

Offers 6 week summer course for 15 students in pottery skills and techniques. Interview required for admission.

pottery northwest, Inc
305 Harrison Street
Seattle, WA 98109

Quarterly classes. Rental facilities.

SCULPTURE HOUSE
38 E. 30th Street
New York, NY

Ten week pottery and ceramic courses.

TUSCARORA RETREAT AND SUMMER POTTERY SCHOOL
Tuscarora, Elko County, Nevada
Winter: c/o Dennis Parks
545 N. Indianhill
Claremont, CA 91711

Summer sessions for 5 students in intensive community atmosphere. Students gain knowledge in little known pottery skills: prospecting, digging, processing local clay, designing and building a kiln. In addition, they have unlimited use of studios. Year long school for apprentices or for serious craftspeople who want additional experience before setting up their own studio. Ten students in residence. One month maximum stay. Beginners accepted if space allows.

TEXTILES

ALBION HILLS FARM SCHOOL
R.R. #3
Caledon East, Ontario, Canada

Small school that teaches spinning, dyeing and weaving. Courses offered for the length of time a student wishes to spend on a project.

FASHION INSTITUTE OF TECHNOLOGY
227 W. 27th Street
New York, NY 10001

(1944) Community college with a two year program in fashion design and close ties with the fashion industry in New York. Provides students with complete equipment, research facilities and opportunities for overseas study. Two thirds of courses are professional or technical, the remaining are liberal arts. High school graduation required for admission. Scholarships available.

FIBERWORKS
1940 Bonita Avenue
Berkeley, CA 94704

School of textile arts offering spring, summer and fall courses. Offers a graduate program in textile arts with a Master of Arts degree awarded by Lone Mountain College of San Francisco.

HARTLAND AREA CRAFTS
Hartland, MI 48029
Mrs. Edwin C. Ochs

Teaches basic handweaving skills.

THE HILLSIDE CENTER
617 N.W. Culpepper Terrace
Portland, OR 97210

Classes in macrame, vegetable dyeing, weaving and textiles, basketry and bookbinding.

IDA GRAE
424 LAVERNE • MILL VALLEY, CALIFORNIA

Year-round school in weaving and textile design. Classes for beginning and advanced students. One year weaving apprenticeships available.

JIM'S STUDIO CRAFTS
121 Decatur Road
Oak Ridge, TN 37830

Workshops in macrame, stitching and weaving. Member Southern Highland Handicraft Guild.

KOGO STUDIO/GALLERY
32 Greene Street
New York, NY 10013

Fabric art in tie-dye, batik, hand-painting and block printing. Four week courses.

THE LOFT
Folklorico Yarn Co.
522 Ramona Street
Palo Alto, CA 94302

Classes in weaving, dying, spinning, basketmaking, batik and textile design.

THE LOOMERY
201 1st Avenue, South
Seattle, WA 98109

Classes in weaving and related crafts.

PACIFIC BASIN TEXTILE ARTS
P. O. Box 7033
Berkeley, CA 94707

Workshop/school offers beginning and advanced classes in textile techniques. Sessions 7 weeks long.

SCHOOL OF BATIK PAINTING
64 W. 84th Street
New York, NY 10024

Institution for the cultivation of batik as a fine art. Classes offered throughout the year.

THE SCHOOL OF FASHION DESIGN
136 Newberry Street
Boston, MA 02116

(1934) Evening division for individual courses as well as certificate and degree programs in fashion design.

THE SPINSTER
34 Hamilton Avenue
Sloatsburg, NY 10974
Ruth Castino

Instruction in spinning, nature dyeing and weaving. Apprenticeships arranged.

SUMMER WORKSHOP FOR WEAVERS
Big Creek Pottery
Davenport, CA 95017

Nine week term of intensive weaving instruction. Tuition covers all costs.

WEAVING WORKSHOP
3300 N. Halsted Street
Chicago, IL 60657

Six week classes in beginning weaving, advanced tapestry and rug work. Ten people per class.

WOOD

ART LIFE CRAFT STUDIOS

CASTLE HILL

CREATIVE OUTLET

H. H. PERKINS CO.
228 Shelton Avenue
New Haven, CT 06506

Reedcraft workshops.

JOHN C. CAMPBELL FOLK SCHOOL

LOS LLANOS

NEIGE ET MERVEILLES

STAATLICHE FACHSCHULE FUR KORBFLECHTEREI
8620 Lichtenfels
Kronacher Strasse 32
W. Germany

(1904) Professional school for instruction in wicker design and construction.

"Courage, piety, love, wisdom, can teach....
But the man who aims to speak
as books enable, as fashion
guides, and as interest
commands, babbles.
Let him hush."

EMERSON

C. Communication and Mass Media

AUDIO

AQUARIAN RESEARCH FOUNDATION
5640 Morton
Philadelphia, PA 19144

Source for information on setting up block radio stations. Provides advice on methods and equipment needed.

ASSOCIATED RECORDING STUDIOS
723 Seventh Avenue
New York, NY 10019

Offers a 40 hour professional course in record production techniques. Limited to 20 students.

INTERNATIONAL RADIO & TELEVISION FOUNDATION, INC.

INTERNATIONAL TELECOMMUNICATION UNION

INSTITUTE OF AUDIO RESEARCH
64 University Place
New York, NY 10003

Series of courses in audio technology, recording and systems design.

NATIONAL ASSOCIATION OF BLACK MEDIA PRODUCERS
120 W. 9th Street, Apt. 14-C
New York, NY 10025
Peggy Brown

Implements programs which open up the broadcasting field to Blacks and other minorities.

NATIONAL PUBLIC RADIO
888 16th Street, N.W.
Washington, D.C. 20009

Affiliation of 90 non-commercial radio stations that develop programs on social issues and community concerns.

WOMEN'S BROADCASTING CORPORATION
c/o Camilla L. Barnett
2420 S. Quebec
Denver, CO 80231

Radio station controlled by women.

WOMEN'S MEDIA WORKSHOP
905 Diamond Street
San Francisco, CA 94114

Non-profit group that creates audio programs focused on women's issues.

FILM

AMERICAN DOCUMENTARY FILMS
336 W. 84th Street
New York, NY 10024

Committed to creating tapes, films and graphic presentations that provide alternative perspectives to society as presented by the mass media.

AMERICAN FILM INSTITUTE
1815 H Street, N.W.
Washington, D.C. 20006

Foundation supported organization that provides filmmakers with grants, equipment and the opportunity to do research, filming and production. Portfolio review required of applicants.

BERKELEY FILM HOUSE
2908 Channing Way
Berkeley, CA 94704

Sponsors residential and non-residential courses in all aspects of film production. Has complete film facilities. Besides teaching classes, members make and distribute films, publish a newsletter and help with job placements.

BLACK STAR PRODUCTIONS
19230 James Couzens
Detroit, MI 48235

Focus on making and distributing films related to the Black community.

CALIFORNIA INSTITUTE OF THE ARTS

THE CINEMA INSTITUTE
Chester Spring, PA 19424

Summer workshops cover all aspects of screenwriting and filmmaking. College credit arranged.

THE COMMUNICATION EXPERIENCE
Landreth School
23rd and Federal
Philadelphia, PA 19146

Courses in filmmaking.

COMMUNITY FILM WORKSHOP
441 North Clark Street
Chicago, IL 60610
Jim Taylor

Ten week cram course in film production. Students produce black and white and color films, learn editing, videotape, filming and all technical aspects of the field. Admission self-selective.

COMMUNITY FILM WORKSHOP COUNCIL
c/o Countee Cullen Library
104 W. 136th Street
New York, NY 10030

Trains people from minority groups in filmmaking techniques. Workshops in television, film and animation are held in various cities nation-wide. Nine week television course open to Blacks and Puerto Ricans, with employment placements on completion.

CONTINUING EDUCATION IN FILMMAKING AND TELEVISION

THE FILM SCHOOL
Box 907
Half Moon Bay, CA 94019

A semi-commercial film studio. Faculty are professionally employed in the field and teach part-time. Class offerings cover various aspects of film production; limited to eight students.

THE FILM WORKSHOP OF WESTCHESTER
635 S. Broadway
Tarryton, NY 10591

Association of filmmakers, students and interested individuals. Offers basic filmmaking courses. Open to all.

IMPERIAL STUDIOS
6226 Wilshire Blvd.
Los Angeles, CA

Apprentice program in 16mm film productions.

KENT - AFI SUMMER FILM INSTITUTE
The Kent School
Kent, CT 06020

Two week residential courses in filmmaking.

KRISTINA NORDSTRUM
c/o New Feminist Talent
250 W. 57th Street
New York, NY

Classes and equipment for women who want to learn filmmaking. Information and listings about women filmmakers and distribution services.

MILLENNIUM
46 Great James Street
New York, NY

Courses and workshops in filmmaking.

NATIONAL FILM BOARD OF CANADA
3155 Cote de Liess
Montreal, Quebec, Canada

(1939) Government sponsored service that has remained free of government control. Creates films on social and political topics.

PRAY FILM - ATELIER STUDIOS
Box 812
Bennington, VT 05201

Intensive programs in filmmaking. Open to individuals with previous experience and developed skills in the field of visual communications. Apprenticeships available to promising students.

SCHOOL OF VISUAL ARTS
Film School
New York, NY 10010

Courses in film and video.

SOCIETY FOR THE ANTHROPOLOGY OF VISUAL COMMUNICATION
Dept. of Anthropology
Temple University
Philadelphia, PA 19122

Supports study and research in audio-visual communications and ethnographic filmmaking, related to human behavior in a cultural-historical context.

UNIVERSITY FILM STUDY CENTER
Box 275
Cambridge, MA 02138

Regional film-study center. Sponsors student film festivals, publishes a newsletter and offers summer programs including film showings, speakers and filmmaking workshops and seminars.

WOMEN MAKE MOVIES
107 W. 26th Street
New York, NY 10001

(1972) Workshops for women in all aspects of filmmaking, writing, directing, filming and editing.

RESOURCES

BRITISH FILM INSTITUTE
Education Dept.
81 Dean Street
London, W1, England

GENERAL (MULTIPLE OFFERINGS)

AMERICAN INDIAN CULTURE RESEARCH CENTER
Marvin, SD

Training for Native Americans interested in working in filmmaking and radio.

APPALSHOP INC. *
Box 743
Whitesburg, KY 41858

Produces films, recordings, videotapes and photographic statements about the culture and heritage of the Appalachian area. Supply film and equipment to individuals for this purpose and aid in media distribution. Publications: Appal Seed - a newsletter communication, Appalbrochure - describes available films and workshops.

CENTER FOR UNDERSTANDING MEDIA
267 W. 25th
New York, NY 10001

Teacher training and degree programs that focus on the various uses of media.

MASS MEDIA MINISTRIES
2116 N. Charles Street
Baltimore, MD 21218

Distributes books, films, records and catalogues to religious organizations.

HOLOGRAPHY

SCHOOL OF HOLOGRAPHY
454 Shotwell
San Francisco, CA 94110
Gerry Cross or Gerry Pethick

Beginning and advanced courses in holography. Publishes a Journal of Holography and has resource materials on the subject available to the public. Eight week classes, limited to 12 people.

JOURNALISM

AMERICAN INDIAN PRESS ASSOCIATION
Room 306, 1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Aimed at improving communications between Native American people. Offers technical advice and assistance to Indian newspapers.

CHICANO PRESS ASSOCIATION
c/o La Raza
P. O. Box 31004
Los Angeles, CA 90031

Established to improve communication and information exchange between Chicano newspapers. Distributes films on the Chicano struggle.

COLLEGE PRESS SERVICE
2064 S. York Street
Denver, CO 80210

News service for college and high school underground papers. Articles written from a leftist perspective on campus and education oriented issues.

DISPATCH INTERNATIONAL
1826 R Street, N.W.
Washington, D.C. 20009

Freelance writers cover international news at the grass roots level. Contributers required to know the language and culture of the people they write about.

ELLIPSIS
c/o Joan Hazard
153 Prospect Street
Cambridge, MA 02139

Collaborative offering a full range of services from graphic design to writing copy and editing. Done on a contract basis, usually at cost, for non-traditional clientele.

THE GREAT SPECKLED BIRD
Box 7847, Station C
Atlanta, GA 30309

Weekly underground paper. Trains people in all aspects of the newspaper business. No salaries.

LIBERATION NEWS SERVICE
160 Claremont Avenue
New York, NY 10027

Comprehensive reporting and publishing of third world, anti-establishment, people's oppression news. Packet subscription service, distribution by the collective.

THE NATIVE COMMUNICATIONS SOCIETY OF THE NORTHWEST TERRITORIES
Box 1992
Yellowknife, NWT, Canada

Native run, government supported society to meet communication needs through radio, videotape and a newspaper, The Native Press.

PACIFIC STUDIES CENTER
1963 University Avenue
East Palo Alto, CA 94303

Resource center/collective working for social change. Publishes a bimonthly newspaper, contributes to underground and radical papers and produces articles for mass distribution. Openings for new members. Minimum salaries.

PEOPLESMEDIA COOPERATIVE
Box 641
Newcastle, CA 95658

Publishes bimonthly newsletter and a digest of news and information on the media; Peoplesmedia Directory lists and describes several hundred media publications.

SOURCE ✽
P.O. Box 21066
Washington, D.C. 20009

Living/working collective committed to the movement for radical social and political change in the U.S. through research and publishing. Source Catalogues are organizing tools for social change, listing and describing projects, strategies, tactics, books, newsletters and other resources. Source I-Communications, Source II-Communities/Housing and Source III-Organizing for Health Care. Future catalogues on community planning, education and justice. Positions open in research, writing, reviewing, distribution, graphics and layout.

THIRD WORLD MEDIA NEWS
475 Riverside Drive, Room 1920
New York, NY 10027

News service that provides in-depth coverage of third world communities for a non-white audience.

THIRD WORLD READER SERVICE
1500 Farrhgut Street, N.W.
Washington, D.C. 20011
Loretta Straharsky

Subscription service. Offers monthly packets of reprints dealing with perspectives and realities of poor and oppressed people. Provides materials for conferences, study groups, training of volunteers and missionaries.

TIMES CHANGE PRESS
Penwell Road
Washington, NJ 07882

Solicits articles with a non-capitalist orientation for national distribution.

THE WASHINGTON JOURNALISM CENTER
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

(1965) Educational institution that encourages responsive reporting of public affairs. Limited number of fellowships to journalists who have had at least two years of full-time experience. Provides five months of study and work in Washington, from January to June.

LIBRARIES/MUSEUMS/ARCHIVES

THE AMERICAN FOLKLORE SOCIETY
Folklore Center
Social Work 306
University of Texas
Austin, TX 78712

(1888) Involved with the collection and publication of folklore. Publishes a newsletter and a quarterly, Journal of American Folklore.

AMERICAN LIBRARY ASSOCIATION
International Relations Office
50 East Huran Street
Chicago, IL 60611

In cooperation with the British Library Association, the International Relations Office appoints 36 interns to positions in 33 British Public Libraries, for a one year term. Participation: open to United States librarians under the age of 30. Salary provided, transportation not included.

INDEPENDENT STUDY PROGRAM
Whitney Museum of American Art
945 Madison Avenue
New York, NY 10021
David Hupert

Semester of full-time study in painting, sculpture, art history or museum studies in New York City. Open to juniors, seniors and graduate students. Offered spring, fall and for six weeks during the summer.

LATIN AMERICAN LIBRARY
1457 Fruitvale Avenue
Oakland, CA 94601

Federally funded public library organized for Spanish-speaking people. Staff is bilingual. Library collections of books and periodicals are written in Spanish and English. Also has a collection of Chicano literature; free lending services; sponsors language classes and film programs.

METROPOLITAN MUSEUM OF ART
Summer Graduate Assistantship Program
Department of Public Education
Metropolitan Museum of Art
New York, NY 10028
Melanie Snedcof

(1967) Ten week program of training in all phases of museum work. Ten graduate students in art history accepted each year. Stipend provided.

NATIVE AMERICAN CENTER FOR LIVING ARTS
324 East 57th Street, Suite 1B
New York, NY 10022

(1971) Center for programs that portray the history and art of Native Americans. Maintains a museum and library. Offers regular crafts and film workshops.

NEW YORK STATE COUNCIL ON THE ARTS INTERNSHIPS

PACIFICA FILM LIBRARY
University of California at Berkeley
Berkeley, CA 94720

Major film archive.

TASK FORCE ON PRISON LIBRARIES
c/o Rich Hayes
Paul Pratts Library
South Main Street
Cohasset, MA 02025

Dedicated to improving information and library facilities in prisons.

WOMENS HISTORY RESEARCH CENTER, INC.
2325 Oak Street
Berkeley, CA 94708
Connie Maske, Director

Maintains the Women's History Library which consists of a Topical Research Library on women past and present and the International Archive of the women's movement. Fifty part-time volunteers and work-study students help catalogue, collect, organize and prepare materials for microfilming. Trains interns to create local resource collections throughout the country. Volunteers responsible for expenses.

RESOURCES

THE CENTER FOR THE HISTORY OF THE AMERICAN INDIAN
The Newberry Library
60 West Walton Street
Chicago, IL 60610

PRINTING/PUBLISHING/DISTRIBUTING

ALTERNATIVE PRESS CENTRE

ALTERNATIVE PRESS CENTRE
Bag Service 2500
Postal Station E
Toronto 4, Ontario, Canada

(1969) Indexes alternative and underground periodicals. The Alternative Press Index is published quarterly and lists over 150 alternative magazines and newspapers. Individuals interested in working for the Centre as indexers or full-time collective members should contact them directly.

APPALACHIAN MOVEMENT PRESS
1660 8th Avenue
Huntington, WV 25701

Prints pamphlets, articles and a magazine on the Appalachian experience.

CANADIAN WOMEN'S EDUCATIONAL PRESS
280 Bloor Street West, No. 305
Toronto, Ontario, Canada

(1972) Women's print shop that promotes literature written by Canadian women.

CAPRA PRESS
631 State Street
Santa Barbara, CA 93101

Small press that offers a limited number of apprenticeships, primarily in bookbinding.

CHICAGO PRINTMAKERS WORKSHOP
3335 N. Halsted
Chicago, IL 60614

Eight week classes in lithography, silkscreening, woodcuts and etching. Display gallery for members.

DRUM AND SPEAR PUBLISHERS
1371 Fairmount Street, N.W.
Washington, D.C. 20009

Publishes and distributes books by Black authors.

THE FEMINIST PRESS
Box 334
SUNY/Old Westbury
Old Westbury, NY 11568

(1970) Women's publishing company, concerned with providing materials for educational change. Publications: biographies of feminists, a "Clearinghouse on Women's Studies" and reprints of feminist writings.

KNOW, INC.
P. O. Box 86031
Pittsburg, PA 15221

Women's publishing company and source for scholarly articles, pamphlets, books and bibliographies. Bulletin, Know News, gives information on jobs, conferences, legislation and activities of interest to women.

MOUNTAIN MORNING PUBLISHERS
RFD 1
Sheldon, VT 05483

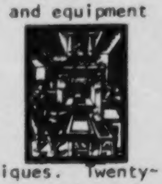
Women's collective. Publishes books and information on women's issues.

NEW ENGLAND FREE PRESS
791 Tremont Street
Boston, MA 02118

Printer and publisher of Movement materials. Offers apprenticeships for people who want to set up Movement presses. Letter of intention is required before acceptance.

OMEGA GRAPHICS
711 S. Dearborn Street, Room 540
Chicago, IL 60605

Graphics and printing collective willing to train individuals who want to set up Movement presses. Offers help with printing techniques and equipment purchases.



PACIFIC NORTHWEST GRAPHICS WORKSHOP
Box 78 Star Route
Cheshire, OR 97419

Teaches printmaking skills and techniques. Twenty-five students accepted into the program each summer. Tuition includes instruction for an eight week session, accomodations (tent) and meals.

THE PAUPERS PRESS
Printmaking Workshop and Gallery
2743 N. Sheffield Avenue
Chicago, IL 60614

Instruction in engraving, etching, lino or wood cuts, edition printing and other printmaking techniques. Flexible scheduling of classes.

PRATT GRAPHICS CENTER
831 Broadway
New York, NY 10003

Gallery and Center. Workshops and classes in photo-printing techniques, woodcut, lithography and silkscreen, etching and collography. Classes year-round.

THE PRINTMAKING WORKSHOP
248 W. 23rd Street
New York, NY 10011

Professional studio for artists, with classes in etching, woodcut media and lithography. Scholarships available.

RED STAR PRESS
1657 North Halsted
Chicago, IL 60614

Workshops in printing and photography.

RPM PRINTERS
1355 Williamson Street
Madison, WI 53703

Movement printshop willing to share skills with others.

SOURCE

THE WOMEN'S PRESS COLLECTIVE
5251 Broadway
Oakland, CA 94610

(1970) Printshop for women's literature.

WOLLSTONECRAFT, INC.
6399 Wilshire Blvd.
Los Angeles, CA 90048

Women's commercial publishing house. Emphasis on feminist literature.

RESOURCES

COMBINED BLACK PUBLISHERS
7848 S. Ellis Avenue
Chicago, IL 60619

INDIAN HISTORIAN PRESS
1451 Masonic Avenue
San Francisco, CA 94117

VIDEO

ALTERNATIVE MEDIA PROJECT
13 St. Mark's Place
New York, NY 10013

Resource for information on the uses of cable TV and video equipment.

BILINGUAL CHILDREN'S TELEVISION PROJECT
2150 Valdez Street, Ordway Bldg. 32350
Oakland, CA 94612

Develops bilingual, bicultural children's television programs.

CALIFORNIA INSTITUTE OF THE ARTS

COMMUNITY VIDEO CENTER
Division of Community Education
Federal City College
1411 K Street, N.W.
Washington, D.C. 20005

National clearinghouse for information on video projects and groups active in the United States.

CONTINUING EDUCATION IN FILMMAKING AND TELEVISION
University Extension
University of California
2223 Fulton Street
Berkeley, CA 94720

Courses in TV and film production. Participation open. College credit available.

CORPORATION FOR PUBLIC BROADCASTING
888 16th Street, N.W.
Washington, D.C. 20006

(1967) Services and grants for non-commercial United States radio and television.

DENVER COMMUNITY VIDEO CENTER
1400 Lafayette Street
Denver, CO 80210

Information and training for individuals and groups interested in video communication and production.

FEDERAL COMMUNICATIONS COMMISSION
1919 M Street, N.W.
Washington, D.C. 20036

Government agency for the regulation and licensing of TV and radio stations.

FEMINIST VIDEO TAPE COLLECTIVE
320 W. 87th Street
New York, NY 10024

Produces videotapes on women's concerns. Training and membership open.

GERMANTOWN ACADEMY
Morris Road
Ft. Washington, PA 19034

Video.

INTERNATIONAL RADIO AND TELEVISION FOUNDATION, INC.
420 Lexington Avenue
New York, NY 10017

Eight week summer internship program with network radio and television stations in New York City. Participation: 75 openings each year for college students. Prior experience in TV/radio recommended.

THE NETWORK PROJECT
104 Earl Hall
Columbia University
New York, NY 10027

Information resource on the television and telecommunications industries. Workshops, speakers and seminars available. Publishes a newsletter.

URBAN COMMUNICATIONS GROUP
1730 M Street, N.W., Suite 405
Washington, D.C. 20036

Consulting service. Works with various groups and individuals to make TV, radio, CATV more responsive to the needs of people and communities.

WATTS COMMUNITY COMMUNICATIONS BUREAU
Mafundi Institute
1827 E. 103rd Street
Los Angeles, CA 90002
Don Bushnell, Director

Black organization programming and consulting on video and cable TV. Offers video training workshops.

The Creator has made the World.
Come and see it.

PIMA INDIAN PRAYER

D. International/Intercultural Experience

GENERAL INFORMATION AGENCIES

AMERICAN STUDENTS ASSOCIATION
P. O. Box 36087
Cincinnati, OH 45236

(1963) Aid for students and faculty who wish to work or study outside the United States. Sponsors employment and study programs and produces a variety of student publications.

CENTER FOR INTERNATIONAL COOPERATION
Lakehead University Mall
Box 86
Thunder Bay "P", Ontario, Canada

Provides information, advice and encouragement to persons interested in international involvement, particularly in education and development. Acts as clearinghouse for study-travel, exchange programs and provides counseling services for overseas students.

*

CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES
43 Dorset Street
London WIH 3FN, England

3 Bruntsfield Crescent
Edinburgh Eh10 4HD, Scotland

Provides information about organizations in the United Kingdom and abroad which organize voluntary service exchanges and working holidays. Publications: Study Holidays Abroad - world wide study courses and tours; Working Holidays Abroad - vacation jobs, long and short term voluntary service opportunities; Adventure Holidays Abroad - active holidays and accomodations; Young Visitors to Britain - opportunities in Britain; Educational Exchange - quarterly journal of the Bureau; Discovering America - links, visits and exchanges between British and United States schools, colleges and educational authorities, addresses, publications and descriptions of organizations; Volunteer Work Abroad - organizations sending volunteers abroad for medium and long term service.

COUNCIL FOR INTERCULTURAL STUDIES AND PROGRAMS
Foreign Area Materials Center
60 East 42nd Street
New York, NY 10017

(1967) Cooperative association of educational organizations and institutions aimed at strenthening the transnational and intercultural concerns of students and teachers primarily at the undergraduate level. Sponsors faculty seminars and workshops, research projects and studies, conferences, information services and a foreign area materials center. Publishes The Intercultural Studies Information Service, which includes data on government and foundation programs, announcements of faculty seminars, fellowship opportunities, news on teaching material and bibliographies.

*

COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE)
777 United Nations Plaza
New York, NY 10017

(1947) Nonprofit organization with a membership of more than 165 North American institutions which sponsor educational exchange programs. Provides a variety of services in transportation, orientation, program development, acts as a clearinghouse for information on work, study and travel abroad. Issues International Student and Scholar Identity cards which entitle students to discounts in Europe. Publications: Student Travel Catalogue - student travel services and programs; Summer Study, Travel and Work Programs, High School Student Programs and Semester and Academic Year Programs - opportunities available through CIEE member organizations, revised annually; The Whole World Handbook - (paperback), work/study/travel opportunities for high school and college students.

EDUCATIONAL INTERCHANGE COUNCIL
43 Russel Square
London WCIB 5DG, England

Information on overseas work and study.

'EUROPA' YOUTH AND STUDENT TRAVEL CENTER
Centro Relazioni E Scambi Culturali Con L'Estero
Via Mezzocannone, 119-80134
Napoli, Italy

Programs include: international voluntary work camps, courses of archaeology, study tours, international holiday centers, excursion services, accomodations, international meetings and student flight arrangements.

*

***The Experiment* IN INTERNATIONAL LIVING**
Brattleboro, VT 05301

(1932) International education and exchange organization. Offers overseas junior high school summer language camps in Spain, Mexico, France and Switzerland. High school students summer homestay/travel program in 34 countries and "New Dimensions Program" for students interested in an academic semester abroad. College students have available: "Independent Study Program", offered in 16 countries in Africa, Asia, Europe and Latin America. Includes one month homestay, one month period of seminars, lectures and field trips and two months of independent study and research; January homestay and language programs for students on the 4-1-4 calendar. Academic credit awarded for all programs. The School for International Training offers cross-cultural studies and language instruction on the graduate and undergraduate levels. Leaders for programs are 21 years or older with overseas experience and multi-language fluency.

INTERNATIONAL CULTURAL EXCHANGE
P. O. Box 1965
Ann Arbor, MI 48106

Coordinates overseas opportunities for high school and college students. Offers summer and year long homestay and study programs, spring break travel experiences, overseas language programs, TESOL projects (teaching English to speakers of other languages). Applicants for TESOL must have one year of college.

INTERNATIONAL STUDENT SERVICE-YMCA
291 Broadway
New York, NY 10007

(1911) Oldest foreign student service organization in the United States. Sponsors short and long term programs of study/work/travel/homestay for international students, exchange programs for youth, work/seminar programs and overseas service corps for teaching English as a foreign language. Programs in the United States offer camp counseling positions, work with Sioux Indian Projects, work-study in New York and Boston.

INTERNATIONAL STUDENT TRAVEL CONFERENCE
c/o Council on International Educational Exchange
777 United Nations Plaza
New York, NY 10017

Association of National Student Travel Bureaus and other organizations active in student travel. Arranges transportation, work camps, educational visits, study tours, travel aids and international student insurance.

INSTITUTE OF INTERNATIONAL EDUCATION
809 United Nations Plaza
New York, NY 10017

(1919) Through New York Headquarters, five United States regional offices, three overseas offices and representatives in 25 countries, IIE carries on exchange programs between the United States and more than 110 countries. Provides extensive information, publications program, consultative services on educational and cultural exchange opportunities. Publications: Handbook on International Study for Foreign Nationals; Grants for Graduate Study Abroad; U.S. Academic Programs Abroad; Summer Study Abroad.

Africa

ALGERIAN AFFAIRS OFFICE
2118 Kalorama Rd., N.W.
Washington, D.C. 20008

CONGO (BRAZZAVILLE) MISSION TO THE U.N.
801 Second Avenue, Room 400
New York, NY 10017

CONSULATE GENERAL OF THE REPUBLIC OF THE SUDAN
757 Third Avenue
New York, NY 10017

CONSULATE GENERAL OF SIRRA LEONE
919 Third Avenue, 22nd Floor
New York, NY 10022

EGYPTIAN INTERESTS SECTION
United Embassy of India
2310 Decatur Place, N.W.
Washington, D.C. 20008

EMBASSY OF BURUNDI
2717 Connecticut Avenue, N.W.
Washington, D.C. 20011

EMBASSY OF CAMEROON
2349 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF THE CENTRAL AFRICAN REPUBLIC
1618 22nd Street, N.W.
Washington, D.C. 20008

EMBASSY OF CHAD
1132 New Hampshire Avenue, N.W.
Washington, D.C. 20037

EMBASSY OF DAHOMEY
2737 Cathedral Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF GHANA
2460 16th Street, N.W.
Washington, D.C. 20009

EMBASSY OF GUINEA
2460 16th Street, N.W.
Washington, D.C. 20009

EMBASSY OF KENYA
2249 R Street, N.W.
Washington, D.C. 20009

EMBASSY OF THE KINGDOM OF LESOTHO
1601 Connecticut Avenue
Washington, D.C. 20009

EMBASSY OF LIBERIA
5201 16th Street, N.W.
Washington, D.C. 20011

EMBASSY OF THE LIBYAN ARAB REPUBLIC
2344 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF THE MALAGASY REPUBLIC
2374 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF MALAWI
2362 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF MOROCCO
1601 21st Street, N.W.
Washington, D.C. 20009

EMBASSY OF NIGERIA
1333 16th Street, N.W.
Washington, D.C. 20036

EMBASSY OF THE REPUBLIC OF BOTSWANA
1825 Connecticut Avenue, N.W., Suite 310-311
Washington, D.C. 20009

EMBASSY OF THE REPUBLIC OF GABON
4900 16th Street, N.W.
Washington, D.C. 20011

EMBASSY OF THE REPUBLIC OF THE IVORY COAST
2424 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF THE REPUBLIC OF MALI
2130 R Street, N.W.
Washington, D.C. 20008

EMBASSY OF THE REPUBLIC OF NIGER
2204 R Street, N.W.
Washington, D.C. 20008

EMBASSY OF THE REPUBLIC OF SENEGAL
2112 Wyoming Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF THE REPUBLIC OF THE SUDAN
3421 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF THE REPUBLIC OF UGANDA
5909 16th Street, N.W.
Washington, D.C. 20011

EMBASSY OF THE REPUBLIC OF ZAIRE
1800 New Hampshire Avenue, N.W.
Washington, D.C. 20009

EMBASSY OF THE REPUBLIC OF ZAMBIA
2419 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF SIERRA LEONE
1701 19th Street, N.W.
Washington, D.C. 20019

EMBASSY OF THE SOMALI REPUBLIC
1875 Connecticut Avenue, N.W., Suite 1109
Washington, D.C. 20009

EMBASSY OF SOUTH AFRICA
3051 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF SWAZILAND
4301 Connecticut Avenue, N.W., Suite 441
Washington, D.C. 20008

EMBASSY OF TOGO
2208 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF TUNISIA
2408 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF UPPER VOLTA
5500 16th Street, N.W.
Washington, D.C. 20011

ETHIOPIAN CONSULATE
866 United Nations Plaza
New York, NY 10017

ETHIOPIAN EMBASSY
2134 Kalorama Rd., N.W.
Washington, D.C. 20008

GAMBIA MISSION TO THE U.N.
46 East 66th Street
New York, NY 10021

GHANA INFORMATION SERVICE
150 East 58th Street
New York, NY 10022

IVORY COAST CONSULATE
9000 Sunset Blvd., Suite 1402
Los Angeles, CA 90069

LIBERIAN CONSULATE GENERAL
1120 Avenue of the Americas
New York, NY 10036

MAURITANIA CONSULATE GENERAL AND EMBASSY
8 West 40th Street
New York, NY 10018

MOROCCAN NATIONAL TOURIST OFFICE AND CONSULATE GENERAL
598 Fifth Avenue
New York, NY 10017

NIGERIAN CONSULATE
575 Lexington Avenue
New York, NY 10022

RHODESIAN INFORMATION OFFICE
2852 McGill Terrace, N.W.
Washington, D.C. 20008

RWAND MISSION TO THE U.N.
120 East 56th Street, Room 630
New York, NY 10022

SOUTH AFRICAN CONSULATE-GENERAL
655 Madison Avenue, 14th Floor
New York, NY 10021

TANZANIA EMBASSY
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Asia

CHINESE INFORMATION SERVICE
159 Lexington Avenue
New York, NY 10016

CONSULATE GENERAL OF AFGHANISTAN
122 West 30th Street
New York, NY 10001

CONSULATE GENERAL OF BANGLADESH
130 East 40th Street
New York, NY 10016

CONSULATE GENERAL OF HONG KONG
845 Third Avenue
New York, NY 10022

CONSULATE GENERAL OF INDIA
3 E. 64th Street
New York, NY 10021

CONSULATE GENERAL OF IRAN
630 Fifth Avenue, Room 1501
New York, NY 10021

CONSULATE GENERAL OF ISRAEL
800 Second Avenue
New York, NY 10017

CONSULATE OF JAPAN
235 E. 42nd Street
New York, NY 10017

CONSULATE GENERAL OF JORDON
866 United Nations Plaza
New York, NY 10017

CONSULATE GENERAL OF KUWAIT
235 East 42nd Street
New York, NY 10017

CONSULATE GENERAL OF LEBANON
6311 Hollywood Blvd., Suite 724
Los Angeles, CA 90028

CONSULATE GENERAL OF MALAYSIA
311 California Street
San Francisco, CA 94104

CONSULATE GENERAL OF PAKISTAN
Pakistan House
12 East 65th Street
New York, NY 10022

CONSULATE OF THE PHILIPPINES
3075 Wilshire Blvd.
Los Angeles, CA 90005

CONSULATE OF THE REPUBLIC OF CHINA
801 Second Avenue
New York, NY 10017

CONSULATE OF THE REPUBLIC OF CYPRUS
820 Second Avenue
New York, NY 10017

CONSULATE OF THE REPUBLIC OF SOUTH KOREA
Lee Tower, Suite 1101
5455 Wilshire Blvd.
Los Angeles, CA 90036

CONSULATE GENERAL OF TURKEY
50 Rockefeller Plaza
New York, NY 10020

EMBASSY OF AFGHANISTAN
2001 24th Street, N.W.
Washington, D.C. 20008

EMBASSY OF BANGLADESH
1223 Connecticut Avenue, N.W.
Washington, D.C. 20036

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2300 S Street, N.W.
Washington, D.C. 20008

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2148 Wyoming Avenue, N.W.
Washington, D.C. 20008

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2211 R Street, N.W.
Washington, D.C. 20008

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Washington, D.C. 20008

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Washington, D.C. 20008

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Washington, D.C. 20008

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4500 16th Street, N.W.
Washington, D.C. 20011

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2940 Tilden Street, N.W.
Washington, D.C. 20008

EMBASSY OF LAOS
2222 S Street, N.W.
Washington, D.C. 20008

EMBASSY OF LEBANON
2560 28th Street, N.W.
Washington, D.C. 20008

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Washington, D.C. 20008

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2020 Massachusetts Avenue
Washington, D.C. 20036

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1824 R Street, N.W.
Washington, D.C. 20009

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2320 Massachusetts Avenue
Washington, D.C. 20008

EMBASSY OF SAUDI ARABIA
1520 18th Street, N.W.
Washington, D.C. 20036

EMBASSY OF SOUTH VIETNAM
2251 R Street, N.W.
Washington, D.C. 20008

EMBASSY OF TURKEY
1606 23rd Street, N.W.
Washington, D.C. 20008

IMPERIAL EMBASSY OF IRAN
3005 S. Massachusetts Avenue, N.W.
Washington, D.C. 20008

INDONESIAN CONSULATE GENERAL
5 East 68th Street
New York, NY 10021

INTERNATIONAL CULTURAL EXCHANGE ORGANIZATION
P. O. Box 559
New Delhi 1, India

Provides information on living and travel in India. Conducts seminars, exchange programs and study tours.

INTERNATIONAL EDUCATION CENTER
21, Yotsuya 1-chome
Shinjuku-ku, Tokyo, Japan

Arranges study tours and home hospitality. Provides information on teaching and study opportunities.

INTERNATIONAL STUDENTS INSTITUTE
No. 985, Kashiwagi 4-chome
Shinjuku-ku Tokyo, Japan

IRAQI INTERESTS SECTION
Embassy of India
1801 P Street, N.W.
Washington, D.C. 20036

ISRAEL STUDENT TOURIST ASSOCIATION
3 Pinsker Street
P.O.B. 4451
Tel Aviv, Israel

Organizes tours, student flights, study programs, kibbutz program and archaeological digs.

MINISTRY OF EDUCATION AND YOUTH SERVICE
503-c Shastri Bhavan
New Delhi, India

NATIONAL COUNCIL OF UNIVERSITY STUDENTS OF INDIA
F-13, South Extension Part 1
New Delhi 5, India

NATIONAL UNION OF LEBANESE UNIVERSITY STUDENTS
c/o Lebanese University
Beirut, Lebanon

ROYAL NEPALESE EMBASSY
1231 LeRoy Place, N.W.
Washington, D.C. 20008

ROYAL THAI CONSULATE
3600 Wilshire Blvd., Suite 1510
Los Angeles, CA 90005

ROYAL THAI EMBASSY
2300 Kalorma Rd., N.W.
Washington, D.C. 20008

SAUDI ARABIA CONSULATE GENERAL
866 United Nations Plaza
New York, NY 10017

SYRIAN AFFAIRS SECTION
c/o Pakistan Consulate
12 East 6th Street
New York, NY 10021

TAIWAN COMMITTEE OF THE CHINA INSTITUTE OF AMERICA
c/o International House
Hsin Yi Rd.
Section 3, Taipei, Taiwan

TURKISH-AMERICAN ASSOCIATION
42 Mithat Pasa Caddesi
Ankara, Turkey

UNESCO NATIONAL COMMISSION OF THE PHILIPPINES
1580 Taft Avenue
Manilla, Philippines

Arranges living and travel opportunities. Conducts tours and courses.

Australia/New Zealand

AUSTRALIAN CONSULATE GENERAL
636 Fifth Avenue
New York, NY 10020

AUSTRALIAN EMBASSY
1601 Massachusetts Avenue, N.W.
Washington, D.C. 20036

AUSTRALIAN NEWS AND INFORMATION BUREAU
636 Fifth Avenue
New York, NY 10020

EMBASSY OF NEW ZEALAND
19 Observatory Circle, N.W.
Washington, D.C. 20008

NEW ZEALAND CONSULATE GENERAL
630 Fifth Avenue, Suite 530
New York, NY 10020

NEW ZEALAND UNIVERSITY STUDENTS ASSOCIATION
P. O. Box 6397 Te Aro
Wellington, New Zealand

Eastern Europe

CONSULATE GENERAL OF POLAND
2224 Wyoming Avenue, N.W.
Washington, D.C. 20008

CONSULATE GENERAL OF YUGOSLAVIA
488 Madison Avenue
New York, NY 10022

EMBASSY OF THE CZECHOSLOVAK SOCIALIST REPUBLIC
3900 Linnean Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF THE HUNGARIAN PEOPLES REPUBLIC
2437 15th Street, N.W.
Washington, D.C. 20009

EMBASSY OF THE PEOPLE'S REPUBLIC OF BULGARIA
2100 16th Street, N.W.
Washington, D.C. 20008

EMBASSY OF THE POLISH PEOPLE'S REPUBLIC
2640 16th Street, N.W.
Washington, D.C. 20009

EMBASSY OF THE SOCIALIST FEDERAL REPUBLIC OF YUGOSLAVIA
2410 California Street, N.W.
Washington, D.C. 20008

EMBASSY OF THE U.S.S.R.
1125 16th Street, N.W.
Washington, D.C. 20036

GERMAN DEMOCRATIC REPUBLIC
Represented in the U.S. by:
European Marketing
400 Madison Avenue, Suite 1009
New York, NY 10017

INTOURIST (U.S.S.R.)
45 East 49th Street
New York, NY 10017

ROMANIAN EMBASSY
1607 23rd Street, N.W.
Washington, D.C. 20008

WORKING GROUP ON YOUTH EXCHANGE WITH EASTERN EUROPE
43 Russell Square
London WC1B 5DG England

Arranges study visits, exchanges and travel.

YUGOSLAV INFORMATION CENTER
488 Madison Avenue
New York, NY 10022

North and Central America

BRITISH INFORMATION SERVICES
(For British Honduras)
845 Third Avenue
New York, NY 10022

CANADIAN BUREAU FOR INTERNATIONAL EDUCATION
151 Slater Street, Ste. 408
Ottawa K1P 5H3, Ontario, Canada

Publishes a guide to programs of work, study and travel in Canada and abroad. Provides listings of summer courses, voluntary workcamps, summer conferences and seminars held each year in Canada.

CANADIAN EMBASSY
1746 Massachusetts Avenue, N.W.
Washington, D.C. 20036

CONSULATE GENERAL OF CANADA
680 Fifth Avenue
New York, NY 10019

CONSULATE GENERAL OF COSTA RICA
211 East 43rd Street
New York, NY 10017

CONSULATE GENERAL OF GUATEMALA
1270 Sixth Avenue
New York, NY 10020

CONSULATE GENERAL OF JAMAICA
Information Service
200 Park Avenue
New York, NY 10017

CONSULATE GENERAL OF NICARAGUA
1270 Sixth Avenue
New York, NY 10020

DOMINICAN CONSULATE
1270 Sixth Avenue
New York, NY 10020

EMBASSY OF BARBADOS
2144 Wyoming Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF COSTA RICA
2112 S Street, N.W.
Washington, D.C. 20008

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1715 22nd Street, N.W.
Washington, D.C. 20008

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2308 California Avenue, N.W.
Washington, D.C. 20008

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2220 R Street, N.W.
Washington, D.C. 20008

EMBASSY OF HONDURAS
4715 16th Street, N.W.
Washington, D.C. 20011

EMBASSY OF MEXICO
2829 16th Street, N.W.
Washington, D.C. 20009

EMBASSY OF NICARAGUA
1627 New Hampshire Avenue, N.W.
Washington, D.C. 20009

EMBASSY OF PANAMA
2862 McGill Terrace, N.W.
Washington, D.C. 20008

HAITI CONSULATE
60 E. 42nd Street
New York, NY 10017

NATIONAL CONFEDERATION OF STUDENTS
Insurgentes Sur 216-304
Apartado Postal 541
Mexico, DF

PANAMA CONSULATE GENERAL
1270 Sixth Avenue
New York, NY 10020

PERMANENT MISSION OF CUBA TO THE U.N.
6 E. 67th Street
New York, NY 10021

South America

ARGENTINE CONSULATE GENERAL
12 West 56th Street
New York, NY 10019

BOLIVIA CONSULATE GENERAL
10 Rockefeller Plaza
New York, NY 10020

BRAZILIAN-AMERICAN CULTURAL CENTER
Avenida N.S. de Copacabana, 690
Rio de Janeiro, Brazil

Assists American students with housing, study and scholarship information.

BRAZILIAN AMERICAN CULTURAL INSTITUTE
4201 Connecticut Avenue, N.W.
Washington, D.C. 20008

CONSULATE GENERAL OF BRAZIL
630 Fifth Avenue
New York, NY 10020

CONSULATE GENERAL OF CHILE
809 United Nations Plaza
New York, NY 10017

CONSULATE GENERAL OF COLUMBIA
10 East 46th Street
New York, NY 10017

CONSULATE GENERAL OF ECUADOR
1270 Sixth Avenue
New York, NY 10020

CONSULATE GENERAL OF GUYANA
355 Lexington Avenue
New York, NY 10017

CONSULATE GENERAL OF PERU
10 Rockefeller Plaza
New York, NY 10020

CONSULATE GENERAL OF URUGUAY
17 Battery Place, Room 324
New York, NY 10004

CONSULATE GENERAL OF VENEZUELA
600 Fifth Avenue
New York, NY 10020

EMBASSY OF THE ARGENTINE REPUBLIC
1600 New Hampshire Avenue, N.W.
Washington, D.C. 20009

EMBASSY OF BOLIVIA
1145 19th Street, N.W., Suite 212
Washington, D.C. 20036

EMBASSY OF BRAZIL
3006 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF CHILE
1736 Massachusetts Avenue, N.W.
Washington, D.C. 20036

EMBASSY OF COLUMBIA
2118 Leroy Place, N.W.
Washington, D.C. 20008

EMBASSY OF ECUADOR
2535 15th Street, N.W.
Washington, D.C. 20009

EMBASSY OF GUIANA
2490 Tracy Place, N.W.
Washington, D.C. 20002

EMBASSY OF PARAGUAY
2440 Massachusetts Avenue, N.W.
Washington, D.C. 20008

EMBASSY OF PERU
1320 16th Street, N.W.
Washington, D.C. 20036

EMBASSY OF URUGUAY
1918 F Street, N.W.
Washington, D.C. 20006

EMBASSY OF VENEZUELA
2445 Massachusetts Avenue, N.W.
Washington, D.C. 20008

Western Europe

Austria

AUSTRIAN COMMITTEE FOR INTERNATIONAL STUDENT EXCHANGE
Türkenstrasse 4/111
1090 Vienna, Austria

AUSTRIAN CONSULATE GENERAL
31 E. 69th Street
New York, NY 10021

AUSTRIAN EMBASSY
2343 Massachusetts Avenue, N.W.
Washington, D.C. 20008

AUSTRIAN FOREIGN STUDENT'S SERVICE
Dr. Karl Lueger-Ring 1
1010 Vienna, Austria

AUSTRIAN INFORMATION SERVICE
31 E. 69th Street
New York, NY 10021

AUSTRIAN NATIONAL TOURIST OFFICE
545 Fifth Avenue
New York, NY 10017

Belgium/Netherlands

BELGIAN CONSULATE
Information Services
50 Rockefeller Plaza, Room 1104
New York, NY 10020

BELGIAN EMBASSY
3330 Garfield Street, N.W.
Washington, D.C. 20008

EMBASSY OF THE NETHERLANDS
4200 Linnean Avenue
Washington, D.C. 20008

FOREIGN STUDENT SERVICE
Oranje Nassaulaan 5
Amsterdam 5, Netherlands

NETHERLANDS-AMERICA INSTITUTE
Museumplein 4
Amsterdam, Netherlands

NETHERLANDS CONSULATE GENERAL
1 Rockefeller Plaza
New York, NY 10020

NETHERLANDS INFORMATION SERVICE
711 Third Avenue
New York, NY 10016

France

FRENCH CONSULATE GENERAL
934 Fifth Avenue
New York, NY 10021

FRENCH CULTURAL SERVICES
972 Fifth Avenue
New York, NY 10021

Information on employment, schools, courses and accomodations in Paris.

FRENCH EMBASSY
2535 Belmont Rd., N.W.
Washington, D.C. 20009

FRENCH GOVERNMENT TOURIST OFFICE
610 Fifth Avenue
New York, NY 10020

Germany

GERMAN CONSULATE GENERAL
460 Park Avenue
New York, NY 10022

GERMAN EMBASSY
4645 Reservoir Rd., N.W.
Washington, D.C. 20007

GERMAN INFORMATION CENTER
410 Park Avenue
New York, NY 10022

Greece

CONSULATE GENERAL OF GREECE
69 E. 79th Street
New York, NY 10021

GREEK EMBASSY
2221 Massachusetts Avenue, N.W.
Washington, D.C. 20008

Italy

CENTRO INTERNAZIONALE DI COORDINAZIONE CULTURALE
La Storta
Via Cassia
Rome, Italy

Arranges student tours, home visits, accomodations and provides information on study opportunities.

ITALIAN CONSULATE GENERAL
690 Park Avenue
New York, NY 10021

ITALIAN CULTURAL INSTITUTE
686 Park Avenue
New York, NY 10021

ITALIAN EMBASSY
1601 Fuller Street, N.W.
Washington, D.C. 20009

Scandinavia

CONSULATE GENERAL OF NORWAY
17 Battery Place
New York, NY 10004

CONSULATE GENERAL OF SWEDEN
825 Third Avenue
New York, NY 10022

DANISH CONSULATE GENERAL
280 Park Avenue
New York, NY 10017

DANISH INFORMATION OFFICE
280 Park Avenue
New York, NY 10017

Information on work, study and teaching opportunities in Denmark.

EMBASSY OF FINLAND
1900 Twenty-fourth Street, N.W.
Washington, D.C. 20008

EMBASSY OF NORWAY
3401 Massachusetts Avenue
Washington, D.C. 20007

EMBASSY OF SWEDEN
Watergate, Suite 1200
600 New Hampshire Avenue, N.W.
Washington, D.C. 20037

FINNISH AMERICAN SOCIETY
Mechelininkatu
Helsinki, Finland

FINNISH CONSULATE GENERAL
Finland House
540 Madison Avenue
New York, NY 10022

NORWAY-AMERICA ASSOCIATION
Kirkegatan 15
Oslo, Norway

NORWEGIAN INFORMATION SERVICE
825 Third Avenue
New York, NY 10022

ROYAL DANISH EMBASSY
3200 Whitehaven Street, N.W.
Washington, D.C. 20008

SWEDEN-AMERICA FOUNDATION
Grevtturegatan 14
S-114 46 Stockholm Sweden

SWEDISH INFORMATION SERVICE
825 Fifth Avenue
New York, NY 10022

SWEDISH NATIONAL UNION OF STUDENTS
Aluddsvägen 7
Stockholm K, Sweden

TRAVEL DEPARTMENT (DANMARKS INTERNATIONALE STUDENTERKOMITE)
Skindergade 36
1159 Copenhagen K, Denmark

Information on travel, accomodation, employment and study.

Spain

CASA DE PORTUGAL
570 Fifth Avenue
New York, NY 10036

CONSULATE GENERAL OF PORTUGAL
2540 S. Wabash Avenue
Chicago, IL 60616

CONSULATE GENERAL OF SPAIN
150 East 58th Street
New York, NY 10022

EMBASSY OF PORTUGAL
2125 Kalorama Rd., N.W.
Washington, D.C. 20008

OFICINA DE VIAJES DE LA COMISARIA PARA EL SEU
Fernando el Catolica 88
Madrid 15, Spain

Information on travel, language courses and work camps.

SPANISH EMBASSY
1629 Columbia Rd., N.W.
Washington, D.C. 20009

Switzerland

CONSULATE GENERAL OF SWITZERLAND
440 Madison Avenue
New York, NY 10022

EMBASSY OF SWITZERLAND
2900 Cathedral Avenue, N.W.
Washington, D.C. 20008

United Kingdom

BRITISH CONSULATE GENERAL
845 Third Avenue
New York, NY 10022

BRITISH EMBASSY
3100 Massachusetts Avenue, N.W.
Washington, D.C. 20008

BRITISH INFORMATION SERVICES
845 Third Avenue
New York, NY 10022

BRITISH TOURIST AUTHORITY
680 Fifth Avenue
New York, NY 10019

CONSULATE GENERAL OF IRELAND
580 Fifth Avenue
New York, NY 10036

EMBASSY OF IRELAND
2234 Massachusetts Avenue, N.W.
Washington, D.C. 20008

INTERNATIONAL STUDENTS HOUSE
1-6 Park Crescent
London W1, England

STUDENT'S REPRESENTATIVE COUNCIL U.C.D.
Newman House
86 St. Stephen's Green
Dublin, Ireland

HOMESTAY EXCHANGE PROGRAMS

AMERICAN FIELD SERVICE *
International Scholarships
313 E. 43rd Street
New York, NY 10017

(1947) Emphasis on educational exchange programs for high school aged students. Also sponsors the AFS Teacher's Exchange Program between the U.S. and the U.S.S.R. Persons with teaching experience and Russian language proficiency eligible to apply.

THE EXPERIMENT IN INTERNATIONAL LIVING

INTERNATIONAL CHRISTIAN YOUTH EXCHANGE
475 Riverside Drive, Room 1908
New York, NY 10027

(1957) Year long exchange programs in 24 countries for people between the ages of 16-18. Students spend one year living with family in host county and participating in community activities.

SERVAS INTERNATIONAL
P. O. Box 790, Old Chelsea Station Post Office
New York, NY 10011
Robert C. Ruppert, Administrative Assistant

International cooperative of hosts and travelers working to build world peace and understanding. Opportunities for personal exchanges in 50 countries, including the United States.

STUDENT INTERNATIONAL SERVICE
5 Louders Lane
Boston, MA 02130

International homestay exchange programs for American and European students. Participants must be between 15-21 years of age.

UNITED STATES SERVAS COMMITTEE, INC.
475 Riverside Drive
New York, NY 10027

(1948) International cooperative system of hosts and travelers. Through host families visitors are invited to share in the life of home and community. Also promotes American transcultural exchange where Americans stay with host families in the United States.

YOUR HOSTS ABROAD
431 Brazilian Avenue
Palm Beach, FL 33480

Arranges summer and year long placements for American students and teachers in foreign households. Also makes arrangements for teacher-led groups going abroad, apartments for teachers in Europe and post-grad "pensions de famillle."

YOUTH FOR UNDERSTANDING
2015 Washtenaw Avenue
Ann Arbor, MI 48104
Rachel Andresen, Director

Homestay exchange programs for high school students. Programs for American students range from summer homestay to thirteenth year study abroad. Overseas tours for chorale, wind and string ensembles arranged each summer.

Asia

BHARAT DARSHAN
"Prerna"-K-29
Jangpura Extension Link Rd.
New Delhi 14, India

Arranges stays with Indian families and provides information and advice for students.

HABONIM WORKSHOP, INC.
200 Park Avenue, South
New York, NY 10003

Workshop offers Americans and Canadians, between the ages of 17-19, the opportunity to live, work and study in kibbutz in Israel for one year.

KIBBUTZ ALIYA DESK *
200 Park Avenue, South, Suite 1301
New York, NY 10003

Represents kibbutz movements in Israel. Goal to help kibbutzem and expose young Americans to Israel and the kibbutz. Offer a variety of programs and possibilities for travel, work and study.

Eastern Europe

U.S.S.R.

CITIZEN EXCHANGE CORPS
10 W. 46th Street
New York, NY 10036

Three week exchange program in the Soviet Union for American citizens. Includes study, visits to factories, homes, businesses, educational organizations and meetings between the United States and Soviet citizens with similar interests and backgrounds.

FORDHAM FOREIGN STUDIES PROGRAM

South America

ORENTACIÓN UNIVERSITARIA INTERNACIONAL

ASOCIACIÓN UNIVERSITARIA ARGENTINO-NORTEAMERICANA

ASOCIACIÓN DE EX-BECARIOS Y ESTUDIANTES PERUANOS EN LOS ESTADOS UNIDOS
Máximo Abril 599
Lima, Peru

Arranges housing with Peruvian families and provides information on study opportunities.

Europe/Scandinavia

FORDHAM FOREIGN STUDIES PROGRAM
East Fordham Rd.
Bronx, NY 10458

Four week homestay exchange programs in Austria, France, Spain and Russia (in the Russian program, students stay in youth camp rather than with a family). Participation: students must be at least 15 years old and have two years of language study.

TRAINEE'S EXCHANGE OFFICE
Messeniuksenkatu 1b
P. O. Box 5
00251 Helsinki, Finland

Before Feb. 28: The Educational Interchange Council
42 Russell Square
London W.C. 1, England

Places students between the ages of 16-25 with Finnish families during summer months.

ORGANIZATIONS FOR INTERNATIONAL UNDERSTANDING

AFRICA RESEARCH GROUP
P. O. Box 213
Cambridge, MA 02138

Research and educational organization committed to promoting a more informed concern about the role of United States domination in Africa. Publishes original research and reprint articles.

AFRICAN-AMERICAN INSTITUTE
866 United Nations Plaza
New York, NY 10017

Private organization working to further African development and to strengthen understanding between the United States and Africa.

AMERICAN COMMITTEE ON AFRICA
164 Madison Avenue
New York, NY 10016

Membership organization which works with democratic movements in Africa, arranges speaking tours for African leaders, provides funds, legal and material aid for victims of oppression, sponsors conferences and maintains a literature distribution service.

AMERICAN COUNCIL FOR JUDAISM
201 E. 57th Street
New York, NY 10022

Carries out extensive educational programs to inform the public of the differences between Judaism and Zionism. Many publications and programs deal with the Arab-Israeli conflict and the significance of Zionism.

AMERICAN FRIENDS OF THE MIDDLE EAST
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Disseminates information on the Middle East and North Africa. Publishes teaching aids and information on teaching opportunities abroad, provides educational services for students from the Middle East, sponsors lectures and seminars.

THE ASIA FOUNDATION
550 Kearney Street
San Francisco, CA 94108

(1954) Established to assist the growth and development of Asian societies. Assistance in the form of financial grants for development projects, fellowships and scholarships, support for conferences and seminars, provision of consultants and advisors, gifts of books and periodicals, support for exchange programs between Asian and American institutions.

ASIA SOCIETY
112 E. 64th Street
New York, NY 10021

Nonpolitical membership organization formed to promote understanding between the people of the United States and Asia. Produces educational and curriculum materials, supports summer institutes throughout the country for teachers and community leaders. Offers courses for teachers in the New York city area.

CENTER FOR INTER-AMERICAN RELATIONS
680 Park Avenue
New York, NY 10021

Membership corporation works to strengthen understanding between the United States and other Western hemisphere nations. Promotes the publication of literature, sponsors seminars and conferences on current political, social and economic problems.

THE CENTER FOR INTERNATIONAL BRIEFING

Farnham Castle
Farnham
Surrey, England

(1953) Independent organization that sponsors preparation seminars for people going abroad to live. Focus on social customs, political situations, attitudes and living conditions of countries in Africa, East Asia, the Middle East, the West Indies and Latin America.

CROSSROADS STUDENT CENTER

5621 South Blackstone
Chicago, IL 60637

(1951) Serves international students in the Chicago area with programs that include seminars, language classes, referrals, information service and social activities. Volunteers and staff assistants help organize student program, plan activities and receive students.

THE DANISH INSTITUTE

2, Kultorvet, DK-1175 Copenhagen K
Denmark

Emphasizes cultural exchange between Denmark and other countries in the fields of education, welfare services and sociology. Sponsors summer seminars, study tours and publishes reference papers.

EAST-WEST CENTER

1777 East-West Rd.
Honolulu, HI 96822

(1966) Established by the United States Congress to foster better relations and understanding between East and West through cooperative study, research and training. Each year 1,500 persons from Asia, the Pacific area and the United States engage in advanced study, midcareer professional development, research in communication, food systems, population dynamics, adaptive technology and development. Scholarships for graduate degree study in fields relating to Asia and the Pacific Ocean area.

EDUCATORS TO AFRICA ASSOCIATION

African-American Institute
833 United Nations Plaza
New York, NY 10017

Organization working to increase American understanding of the economics, culture and politics of Africa. Membership association entitles students, educators and others to special study-travel seminars in Africa, low cost travel arrangements, subscription to African Report, educational materials and bibliographies.

INTERNATIONAL HOUSE

500 Riverside Drive
New York, NY 10027

International student center with living facilities and programs for foreign students in New York City. Houses over 700 students and has another 600 participants in special programs and activities. These include lectures, seminars, discussions, travel, cultural, recreational activities and community service opportunities.

JAPAN SOCIETY

333 E. 47th Street
New York, NY 10017

Projects that promote international understanding and cultural exchange.

THE LISLE FELLOWSHIP

511 Meadow Hall Drive
Rockville, MD 20851

(1936) International education programs in human relations. Based on the principle that practical experience provides understanding necessary for world human relations. Six week programs begin with one week orientation in cooperative living at a home center. Group members sent in teams to the areas in and around the living center to observe and work in social, political and economic situations. Programs offered in Washington, D.C., California, India, Scandinavia, Columbia and the Philippines. Participants are 12-20 adults, 18-30 years of age. Academic credit arranged.

MIDDLE EAST INSTITUTE

1761 N Street, N.W.
Washington, D.C. 20036

(1946) Sponsors activities and distributes materials aimed at awakening interest and appreciation of Middle East culture, history, political and economic affairs.

NATIONAL COMMITTEE ON UNITED STATES-CHINA RELATIONS

777 United Nations Plaza 9-B
New York, NY 10017

(1966) Educational organization. Encourages public interest and understanding of China and it's relations with the United States. Carries on information and education programs.

NATIONS, INC.

2428 Hillside
Berkeley, CA 94704

Sponsors Summer Workshop of Nations for youth, ages 16-19. Students meet and live with instructors from Africa, Asia, Latin America and the Middle East to discuss and experience different cultures. Two week duration.

STUDY OPPORTUNITIES

THE ACADEMY OF WORLD STUDIES
2820 Van Ness Avenue
San Francisco, CA 94109

Tailors language and world study programs to individual needs of students. Housed in a private house, Academy is small and informal, open admission.

AMERICAN COUNCIL ON EDUCATION
Commission on International Education
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Involved with the development of international education programs. Interested in curriculum and training programs for overseas service that have non-Western emphasis.

THE ASSOCIATION FOR CULTURAL EXCHANGE
539 W. 112th Street
New York, NY 10025

(1958) International educational organization offers study tours in Europe and residential courses in England. Programs open to persons over 18 years of age.

CENTER FOR FOREIGN STUDY
216 South State Street
Suite 1/Box 606
Ann Arbor, MI 48106

Educational organization. Focus on summer programs in Africa, Russia and Europe. Study covers language instruction, culture and civilization, creative areas, theater and music. Open to anyone 17 years of age or older. Also plans semester and academic year abroad programs.

4-H INTERNATIONAL PROGRAMS
National 4-H Club Foundation
7100 Connecticut Avenue
Washington, D.C. 20015

Programs include: International Farm Youth Exchange - three to six months for young adults (20-30 years of age), to live and work with host families in other countries; Youth Development Project - women and men live for a year in rural villages in developing countries to help youth organizations similar to 4-H. Participants between 20-30 years of age and have leadership experience with 4-H or similar programs; International Extension 4-H Study Tours - three to four week tours give Extension professionals the opportunity to observe youth programs in other countries; Inter-American Rural Youth Program - works with national governments, institutions and private organizations to build support for and develop effective informal educational youth programs in Latin America and the Caribbean; 4-H Caravan - eight weeks, live with host families, visit youth programs and see the host country. Participants between 17-20 years of age. Leaders should have experience in youth work, overseas travel and foreign language.

INSTITUTE OF EUROPEAN STUDIES
875 N. Michigan Avenue
Chicago, IL 60601

Academic year, semester and summer language programs in Austria, France, Germany, Great Britain and Spain. Academic year and semester programs include courses at local universities and courses developed by the IES. Open to college sophomores and juniors between the ages of 18-24.

INTERFUTURE
535 Fifth Avenue, Suite 3103
New York, NY 10017

(1969) Intercultural study programs focusing on the future. Selected undergraduates pursue independent study projects that explore the individual and society, habitat and internationalism. Program involves crosscultural research and homestay in a North Atlantic and a Third World nation. Participation: individuals nominated in their freshman or sophomore year by faculty members and administrators who are IF campus coordinators.

INTERNATIONAL EXCHANGE SCHOOL
2602 S. State Street
Salt Lake City, UT 84115

Two and four week summer study programs in Europe. College credit avilable.

INTERNATIONAL FACULTY FOR THE TEACHING OF COMPARITIVE LAW
Secretariat
1 Rue de Longpont
92 Neuilly, France

Three to four week graduate and undergraduate courses on comparative law and European organization.

INTERNATIONAL LANGUAGE CENTRE
Via Marghera 22
00185 Rome, Italy

INTERNATIONAL SUMMER ACADEMY OF FINE ARTS
5010 Salzburg
Postfach 18
Austria

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS
1860 19th Street, N.W.
Washington, D.C. 20009

Source of information on educational summer opportunities abroad.

STUDYTRAVEL
Friends World College
Plover Lane, Lloyd Barbor
Huntington, NY 11743

World-wide summer programs for high school, college students and adults. Trips of three to eight weeks include pioneer living in the Blue Ridge Mts., hiking safaris across Mt. Kenya, trans-African overland expeditions, a Pre-Columbian expedition and sailing in the Bahamas.

TRAVELING SEMINARS
721 S. Marvine Street
Philadelphia, PA 19147

Offers traveling seminars for high school students in the United States and abroad. Camping and hiking integral to program. Scholarship aid available.

WORLD CAMPUS AFLOAT

WORLD ENCOUNTERS, INC.
P. O. Box 3009
333 Fourteenth Street
Santa Monica, CA 90403

(1965) Academic programs, tours and field study experiences throughout the world for high school and college students.

YOUNG WORLD LTD.
Penthouse Mitchell Bldg.
Milwaukee, WI 53202

Arranges summer study and worktrip programs in Europe. Study programs include language, drama, art, music and history. Worktrip jobs are arranged in hotels, farms and as family guests.

Africa

STUDENT COUNSELING AND ORIENTATION CENTER
American Friends of the Middle East
2 Midan Kasr El Dobara; Apt. 40
Garden City, Cairo, Egypt

UNITED ARAB REPUBLIC EDUCATION BUREAU
2200 Kalorama Rd., N.W.
Washington, D.C. 20008

Asia

AMERICAN ZIONIST YOUTH FOUNDATION
515 Park Avenue
New York, NY 10022

Offers a variety of summer experiences in Israel for people between the ages of 18-25. Programs: summer in kibbutz, art seminars, folk dance workshops, archaeology seminars, drama workshop, University study groups and medical summer work (limited to medical students). Programs run 7-12 weeks.

ASSOCIATION OF INTERNATIONAL EDUCATION, JAPAN
4-5-29 Komaba
Meguro-ku
Tokyo, Japan

INDO-AMERICAN ASSOCIATION
Y.M.C.A. Royopettah
Madras 14, India

OFFICE OF ACADEMIC AFFAIRS
American Friends of the Hebrew University
University House
11 E. 69th Street
New York, NY 10021

Information on summer courses given for overseas students at the Hebrew University.

Open Arts Centre of India
136 W. 52nd Street
New York, NY 10019

Three week travel program combines travel and site visits with lectures and seminars on the arts, crafts, religions and philosophies of India.

PHILIPPINE-AMERICAN EDUCATIONAL FOUNDATION
Teodorica Apt.
1148 Roxas Blvd.
Manilla, Philippines

YOUTH WORKSHOP IN ISRAEL
200 Park Avenue, South
New York, NY 10003

Offers partial scholarships to students, aged 18-20, for programs of work and study in Israel. Programs involve one year of work on a kibbutz, study of Jewish history and philosophy, Hebrew language and literature. Participation: open to college freshmen, sophomores and high school graduates.

Eastern Europe

STUDENT COUNCIL OF THE U.S.S.R.
Moskiva
Bogdan Khmelnitsky 7/8
Russia

Grants scholarships for study in institutions of higher education in the Soviet Union. Organizes international workcamps. Information on workcamps available from American Friends Service Committee in the United States (see listing).

North and Central America

CENTRO DE ARTES Y LENGUAS
Esquina de Humboldt y Las Casas
Cuernavaca, Morelos, Mexico

Intensive courses in Spanish and special programs in arts and crafts.

CENTRO CULTURAL NICARAGUENSE-AMERICANO
Managuan-American Cultural Center
Avenida del Centenario 403
Managua, Nicaragua

CUAUHNAHUAC INSTITUTO COLECTIVO DE LENGUA Y CULTURA
Avenida Morelos Sur 712, Apartado 140
Cuernavaca, Morelos, Mexico

(1972) Intensive language instruction and courses in the culture and present day realities in Latin America. Class learning combined with experience/work/involvement in the Cuernavaca area.

INSTITUTO ALLENDE
San Miguel de Allende, GTO
Mexico

(1732) Provides for English-speaking students who want to live, work and study in a Spanish-American environment. Offers academic degree programs, short-term courses in painting, sculpture, design, crafts, writing, literature and Spanish language.

INSTITUTO CULTURAL GUADALAJARA
P. O. Box 6705
Seattle, Washington 98116

(1968) Summer academic program in Latin American cultural studies. Courses in glassblowing, Mexican cooking, Huichol culture, herbal medicine, intensive Spanish, history, education and philosophy. Homestays arranged. College credit granted.

INSTITUTO DE ESTUDIOS IBEROAMERICANOS
Apartado 358, Saltillo
Coahuila, Mexico
David Simmons, Director

(1965) Intensive summer courses for college students in Spanish language, literature and Latin American civilization. Sponsors workshops for teachers and programs leading to a masters degree in Spanish and Latin American studies. Summer session accomodations are with Spanish-speaking families. College credit awarded.

South America

ASOCIACIÓN DE EX-BECARIOS Y ESTUDIANTES

ASOCIACIÓN UNIVERSITRIA ARGENTINO-NORTEAMERICANO
Santa Fe 1145
Buenos Aires, Argentina

Arranges study opportunities and homestays with Argentine families.

CENTRO BOLIVIANO-AMERICANO
Avenida 6 de Agosto 2100
La Paz, Bolivia

CENTRO VENEZOLANO-AMERICANO
Apartado 5715 del Este
Caracas, Venezuela

INSTITUTO CHILENO-NORTEAMERICANO DE CULTURA
Casilla 9286
Santiago, Chile

INTERCAMBIO CULTURAL ESTUDIANTIL AMERICANO
Ahumada 131, Oficina 917
Santiago, Chile

ORIENTACIÓN UNIVERSITARIA INTERNACIONAL
Liverpool 48, 3er Piso
Mexico 6, D.F.

Arranges housing with Mexican families. Provides information on study opportunities.

Western Europe

Austria

ACADEMY OF FINE ARTS AND ARCHITECTURE (ACADEMIE DER BILDENDEN KÜNSTE)
Vienna, Austria

INSTITUT ANDERL-ROGGE
Internationale Schule Osterreichs
A-8010 Graz
Bürgergasse 4, Austria

Belgium/Netherlands

INTERNATIONAL CULTURAL AFFAIRS SERVICE
Ministry of National Education and Culture
158, Avenue de Cortenbergh
Brussels 4, Belgium

France

ACADEMIC YEAR ABROAD

ALLIANCE FRANCAISE
101, Boulevard Raspail
75270 Paris Cedex 06, France

(1883) Practical courses in French offered at all levels for students and teachers. Open year-round with daily registration for courses.

AMERICAN CENTER FOR STUDENTS AND ARTISTS
261 Boulevard Raspail
Paris 14e, France

International center provides information on housing and educational opportunities.

CENTRE INTERNATIONAL D'ETUDES FRANCAISES DE L'UNIVERSITE CATHOLIQUE
BP 858
49005-Angers Cedex
France

History, music, literature, philosphy, arts and intensive language courses at the University level. Summer language courses also offered. Credit arranged.

INSTITUTE FOR AMERICAN UNIVERSITIES
2 bis, rue du Bon-Pasteur (13)
Aix-en-Provence, France

Affiliated with the University of Aix-Marseille. One year program for American college students. No language requirement, students required to take French with other courses in government, history and the arts. Also offers one year post-graduate program.

PARIS AMERICAN ACADEMY
9, Rue des Ursulines
Paris 5, France
Richard Roy, Director

(1966) Study programs in painting, art, history, sculpture, music, dance. Offers academic year program, January interim, summer programs, short seminars and tours.

SERVICE D'ORIENTATION PÉDAGOGIQUE DES ETUDIANTS ETRANGER
Centre Albert Chatelet
6-8 Rue Jean Calvin
Paris 5, France

Germany

CARL DUISBERG-GESELLSCHAFT E.V.

NATIONAL CARL SCHURZ ASSOCIATION, INC.
339 Walnut Street
Philadelphia, PA 19106

Information on educational opportunities in Germany - particularly useful for teachers.

Greece

ATHENIAN COLLEGE FOR GREEK STUDIES
P. O. Box 1285
Evanston, IL 60204

Ionias 39
Athens 220, Greece

Dedicated exclusively to Greek culture. Four week summer programs in ancient Greek civilization, Byzantine culture and Modern Greek studies. Academic credit arranged.

SUMMER STUDY IN GREECE
P. O. Box 906
Greensburg, PA 15601
Harry D. Stratigos, Director

Summer program of Greek studies in Athens. Institute open to college-level students, teachers and professors. Enrollment limited to 25.

Italy

ACADEMY OF FINE ARTS
Piazza S. Francesco al Prato 5
Pisa, Italy

ASSOCIAZIONE ITALIANA RELAZIONI CULTURALI CON L'ESTERO
7 via Molise
00187 Rome, Italy

Offers courses in language, art history, drawing, painting and sculpture. Field trips and special visits with artists built into curriculum.

PROVIDENCE IN EUROPE
Pietrasanta Program
Providence College
Providence, RI 02918

(1970) Opportunities for advanced study in sculpture, painting, drawing, history, literature, language and music. Courses held in Pietrasanta, Italy include 35 days of studio work and 25 days of study. College credit awarded upon completion of program.

STUDENT TRAVEL SERVICE-FLORENCE
Via Guicciardini, 13
Florence, Italy

Study programs in Florence include Italian language courses, workshops in painting, sculpture, jewelry, weaving, bookbinding, photography and etching.

Scandinavia

THE AMERICAN SCANDINAVIAN FOUNDATION
127 E. 73rd Street
New York, NY 10021

Sponsors trainee programs that place college graduates in jobs related to their interests in Scandinavian countries for periods of six months to a year. Applicants must meet language requirement and have at least one year of professionsal experience. Publishes monthly bulletin, SCAN, that includes descriptions of summer programs offered in Scandinavia.

FINNISH MINISTRY OF EDUCATION
Rauhankata 4
Helsinki, Finland

NORSK STUDENTUNION
Kristian Augustsgate 21
Oslo, Norway

SCANDINAVIAN SEMINAR
140 W. 57th Street
New York, NY 10019

One year program for college students in Denmark, Finland, Norway and Sweden. Includes intensive language instruction, studies in folk high school (residential school for adult education) and opportunities for independent study projects. College credit arranged.

THE SWEDISH INSTITUTE FOR CULTURAL RELATIONS WITH FOREIGN COUNTRIES
Küngsgaten 42
Stockholm 3, Sweden

Spain

ACADEMIC YEAR ABROAD (AYA)
221 E. 50th Street
New York, NY 10022

Arranges semester and academic year programs in Paris and Madrid for college students and high school graduates. Programs include homestays with French or Spanish families. Arranges for credit courses at local universities. Applicants must obtain prior approval from home institutions.

DEPARTMENTO DE ASISTENCIA UNIVERSITARIA
Seccion Estados Unidos
Instituto de Cultura Hispánica
Ciudad Universitaria
Madrid 3, Spain

Study, scholarship and housing information.

SPANISH UNIVERSITY SYNDICATE
Office of University Tours
Glorieta de Quevedo 8
Madrid 10, Spain

Information on workcamps, Spanish universities and summer study programs.

Switzerland

SWISS AMERICAN STUDENT EXCHANGE
Swiss Federal Institute of Technology
Leonhardstrasse 6
Zürich 6, Switzerland

TUTOR APPLIED LINGUISTICS CENTRE
Apply to: Tutor American Information Office
3 Channing Pl.
Cambridge, MA 02138

United Kingdom

USITOURS LTD.
5, Saint Stephen's Green
Dublin 2, Ireland

Arranges summer study programs and tours in Ireland.

YEATS INTERNATIONAL SUMMER SCHOOL
Yeats Memorial Bldg.
Douglas Bridge
Sligo, Ireland
Kathleen Moran, Secretary

One month summer program providing lectures, seminars and discussions on Anglo-Irish literature, with emphasis on the work of Yeats. Performances of Yeats plays, excursions and visits part of program. Credit arranged. Scholarships available.

TRAVEL AND ACCOMMODATIONS

AMERICAN YOUTH HOSTELS, INC. (AYH) *
National Headquarters
20 W. 17th Street
New York, NY 10011
William A. Nelson, Travel Director

Offers inexpensive travel opportunities for groups and individuals. Sponsors hiking, cycling and camping programs in the United States, Canada, Mexico, the Caribbean, Europe, Israel and Japan. Leadership courses allow students to lead trips with all expenses paid. Operates over 100 hostels throughout the United States.

ASSOCIATION FOR WORLD TRAVEL EXCHANGE
38 W. 88th Street
New York, NY 10024

Arranges work and travel opportunities for foreign students in the United States through international counselor program. Places students and teachers in summer camps and sponsors budget tours of the United States. Programs not available to American students.

AUTO EUROPE
6 N. Michigan Avenue
Chicago, IL 60602

Automobile rental/leasing/purchasing agency. Publishes the ABC's of European Auto Travel.

BIT INFORMATION AND HELP SERVICE (BIT) *
146 Great Western Road
London, W. 11, England

Available for 24 hour free information and help in London. For travelers, BIT publishes Overland Through Africa, Overland to India and Beyond and Complete European Address-Network (with information for travelers and student activists).

EURO-BIKE
810 18th Street, N.W.
Washington, D.C. 20006

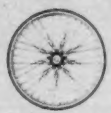
Sells and delivers motorcycles and mo-peds to travelers in Europe.

EUROCARS
630 Fifth Avenue, Suite 280
New York, NY 10020

9000 Sunset Blvd., Suite 814
Los Angeles, CA 90069

Offers special European car programs, the Eurailpass and student railpass for students, teachers and faculty.

FREEWHEEL EXPRESS LIMITED
11 Waverly Place
New York, NY 10003



Programs of summer travel (bike, horse, barge, back-packing) for students in Europe. Plans hosteling and camping trips for groups of nine teenagers and one adult leader. Group leaders must be 21 years or older with previous travel experience in Europe.

GABBITAS-THRING SERVICES LIMITED
Broughton House
6,7, and 8 Sackville Street
Piccadilly, London W1X 2BR England

Arranges paying guest positions in European countries for individuals who want to stay with families in University towns.

INTERNATIONAL BICYCLE TOURING SOCIETY
846 Prospect Street
La Jolla, CA 92037

INTERNATIONAL FRIENDSHIP LEAGUE
40 Mt. Vernon Street
Beacon Hill
Boston, MA 02108

(1936) European trips for college and high school students. Arranges overseas "pen-pals."

INTERNATIONAL YOUTH HOSTEL FEDERATION
White Lion House
Hatfield, Herts., England

Publishes handbooks describing hostels in Africa, America, Asia, Australia, Europe and the Mediterranean countries. Sold through national youth hostel associations.

MINITREK EXPEDITIONS
5-7 Kingston Hill
Kingston-Upon-Thames
Surrey, KT2 7PW, England

"Treking holidays" by air, landrover, bobsled, etc., depending on climate and terrain, in Africa, India, Greece, Greenland, Iceland, Persia, Romania and Scandinavia. Trips conducted year-round for people of all ages. Camping accomodations.

NATIONAL COUNCIL FOR COMMUNITY SERVICES TO INTERNATIONAL VISITORS
Meridian House
1630 Crescent Place, N.W.
Washington, D.C. 20009

Coordinates hospitality programs for foreign visitors. Sponsors conferences at the local, regional and national levels, publishes information materials and a quarterly newsletter.

OVERLAND EXCURSIONS, INC.
84 Narcissus Rd.
Rocky Point, NY 11778

Three month overland excursions to India and Africa. Trip to India begins in Germany and passes through Yugoslavia, Turkey and Afghanistan. Trip to Africa begins in Barcelona and progresses overland through Northern Africa. Transportation by Volkswagon bus. College credit arranged.

PEOPLE'S ACCOMODATION NETWORK (PAN)
475 Riverside Drive
New York, NY 10027

Working to develop and publicize a national network of centers that will provide low-cost accomodations for student travelers.

SOFA
EUROPEAN STUDENT TRAVEL CENTER LTD.
136 E. 57th Street
New York, NY 10022

Provides student travel information for Europe and Israel.

Students Abroad, Inc.
One Sherman Square
New York, NY 10023

(1957) Summer travel programs in Western Europe, Eastern Europe, Scandinavia, the Soviet Union and Africa for high school and college students. Five week programs emphasize small groups and flexible, informal travel.

TRANSTREK EXPEDITIONS
99 Parchmore Rd.
Thornton-Heath
Surrey CR4 8LY, England

Arranges expeditions, adventure holidays and overland treks through Africa, Asia, Eastern and Western Europe. Tours last 2-9 weeks.

TRAVELERS AID ASSOCIATION OF AMERICA
345 E. 46th Street
New York, NY 10017

(1850's) Arranges short-term housing, employment contacts and transportation for individuals and families with immediate financial problems. Also provides counseling and referral service.

TRAVELING SEMINARS
721 S. Marvine Street
Philadelphia, PA 19147

Offers traveling seminars for high school students in the United States and abroad. Camping and hiking integral to program. Scholarship aid available.

WHOLE EARTH TRAVEL, LTD.
P. O. Box 1497
Kansas City, MO 64141

United States agent for London based companies offering small international group camping adventures. Arrangements made for travel through Europe the U.S.S.R., Africa or India. Participation limited to ages 18-30.

YOUTH TOURS
Box 581
Nyack, NY 10960

Camping tours in Canada, Western United States, Mexico and Europe. Programs last 6 to 8 weeks. Open to high school and college students.

Africa

ASSOCIATION TUNISIENNE TOURISME ET JEUNESSE
1, Avenue de Carthage
P.O.B. 320
Tunis, Tunisia

EGYPTIAN TOURIST OFFICE
630 Fifth Avenue
New York, NY 10020

KENYA TOURIST OFFICE
15 E. 51st Street
New York, NY 10022

NIGERLINK
P. O. Box 2069
57/359 Ijebu Bye-Pass
Challenge, Ibadan, Nigeria

RHODESIAN NATIONAL TOURIST BOARD
535 Fifth Avenue
New York, NY 10017

SOUTH AFRICAN STUDENTS TRAVEL SERVICE LTD.
Strand Street, P. O. Box 1381
Cape Town, South Africa

SOUTH AFRICAN TOURIST CORPORATION
610 Fifth Avenue
New York, NY 10021

UGANDA TOURIST OFFICE
801 Second Avenue, Room 604
New York, NY 10017

ZAMBIAN NATIONAL TOURIST BUREAU
150 E. 58th Street
New York, NY 10022

Asia

CEYLON TOURIST OFFICE
609 Fifth Avenue
New York, NY 10016

CONSEIL NATIONAL DU TOURISME AU LIBAN
Youth Center
P. O. Box 5344
Beirut, Lebanon

CYPRUS NATIONAL YOUTH COUNCIL
P. O. Box 1722
192 Ledra Street
Nicosia 104, Cyprus

EXCHANGE STUDENT ASSOCIATION
Room 304, Joshi Kaikan
12 Shiba Park
Minatoku, Tokyo

GOVERNMENT OF INDIA TOURIST OFFICE
19 E. 49th Street
New York, NY 19017

HONG KONG TOURIST ASSOCIATION
548 Fifth Avenue
New York, NY 10036

INDIAN STUDENT TRAVEL SERVICE
R-583 New Rajinder Nagar
New Delhi 5, India

INDONESIA TOURIST OFFICE
909 Third Avenue
New York, NY 10022

ISRAEL YOUTH HOSTELS ASSOCIATION
Youth Travel Bureau
Jerusalem, P.O.B. 1075
3, Dorot Rishonim St.

Information on kibbutz work, archaeological digs, accomodation and travel.

ISRAEL GOVERNMENT TOURIST OFFICE
574 Fifth Avenue
New York, NY 10036

JAPAN INTERNATIONAL STUDENT UNION
Fuji Bldg., 5th Floor
23-8 Higashi 2-chome, Chibuya-ku
Tokyo 150, Japan

JAPAN NATIONAL TOURIST OFFICE
2-13 Yurakucho
Tokyo, Japan

KOREA TOURIST ASSOCIATION
48 W. 48th Street, Room 602
New York, NY 10036

LEBANON TOURIST AND INFORMATION OFFICE
527 Madison Avenue, Suite 304
New York, NY 10022

MALAYSIA DEPARTMENT OF TOURISM
609 Fifth Avenue, Suite 304
New York, NY 10036

NATIONAL COUNCIL OF TOURISM IN LEBANON
Youth Center
P. O. Box 5344
Beirut, Lebanon

Travel programs, archaeological workcamps and seminars.

PERSATUAN KEBANGSAAN PELAJAR MALAYSIA
Union House
University of Malaya
Pantai Valley, Kuala Lumpur, Malaysia

PHILIPPINE INTERNATIONAL FRIENDSHIP ORGANIZATION
Dept. of Foreign Affairs
Taft Avenue
Manilla, Philippines

PHILIPPINES TOURIST AND TRAVEL ASSOCIATION
15 E. 66th Street
New York, NY 10021

STUDENT TOURS AND TRAVEL SERVICES
Biro Perdjalanan Mahasiswa
Djala Hos Tjokroaminoto 93,
Djakarta, Indonesia

THAILAND TOURIST ORGANIZATION
20 E. 82nd Street
New York, NY 10028

TOURISM ORGANIZATION OF TURKISH STUDENTS AND YOUTH
Samanyolu Sok. 62/8
Osmanbey-Istanbul, Turkey

TURKISH GOVERNMENT TOURISM AND INFORMATION OFFICE
500 Fifth Avenue
New York, NY 10036

TURKIYE MILLI GENCLIK TESKILATI
Turkish Youth and Student Travel Center
Istakial Caddesi 471/2
Tunel-Istanbul, Turkey

UNIVERSITY OF SINGAPORE STUDENT UNION
Union House
Bukit Timah Rd.
Singapore 10

YSTAPHIL (YOUTH AND STUDENT TRAVEL ASSOCIATION OF THE PHILIPPINES)
Ground Floor, Paez Bldg.
905 Padre Faura
Ermita, Manila, Philippines

Australia/New Zealand

AUSTRALIAN UNION OF STUDENTS
Travel Dept.
220 Faraday Street
Carlton, Melbourne, Victoria 3053
Australia

NATIONAL UNION OF AUSTRALIAN UNIVERSITY STUDENTS
344 Victoria Street
North Melbourne 3051, Australia

NZUSA (NEW ZEALAND UNION OF STUDENTS ASSOCIATION)
Travel Dept.
1 Marion Street
Wellington, New Zealand
(P. O. Box 6368
Te Aro, Wellington)

Eastern Europe

ALMATUR (POLISH STUDENTS ASSOCIATION)
Travel and Tourism Office
9 Ordynacka Street
Warsaw, Poland

Sponsors holiday centers, workcamps, student accomodations and travel arrangements.

BITEJ
International Bureau for Youth, Tourism and Exchanges
1389 Budapest 62, P.O.B. 147
Hungary

BULGARIAN TOURIST OFFICE
50 E. 42nd Street, Suite 1508
New York, NY 10017

BUREAU DE TOURISME POUR LA JEUNESSE BUCURESTI
Onesti 6-8, Romania

Tourist and study programs.

CHECHOSLAVAK TRAVEL BUREAU
10 E. 40th Street
New York, NY 10016

EXPRESS
Youth and Student Travel Bureau
Budapest 5
Szabadsag 16

Travel and study programs.

INTERNATIONAL YOUTH TOURIST BUREAU (SPUTNIK)
Lebiazhy per 4
Moscow G19, U.S.S.R.

JUGENDTOURIST
Unter den Linden 36/38
Berlin, E. Germany

ORBIS-POLISH TRAVEL OFFICE
500 Fifth Avenue
New York, NY 10036

ORBITA BUREAU FOR YOUTH TOURISM
Boulevard Anton Ivanov 76
Sofia, Bulgaria

POLISH TOURIST INFORMATION CENTER
Warsaw
ul. Mazowrecka 7
Poland

ROMANIAN NATIONAL TOURIST OFFICE
500 Fifth Avenue, Suite 328
New York, NY 10036

TRAVEL BUREAU OF CZECHOSLOVAK YOUTH AND STUDENTS
Zitna Ulice 12
Prague 2, Czechoslovakia

Travel and workcamps.

TRAVEL DEPARTMENT OF YUGOSLAV YOUTH AND STUDENTS
Mose Pijade 12/1
1100 Belgrade, Yugoslavia

Information on travel, workcamps, International Youth Centers and student discounts.

TOURIST INFORMATION SERVICE
Rakoczi ut 52
P.O.B. 26, B.P. 70
Budapest 7, Hungary

YUGOSLAV STATE TOURIST OFFICE
509 Madison Avenue
New York, NY 10022

North and Central America

THE APPALACHIAN TRAIL CONFERENCE
P. O. Box 236
Harpers Ferry, WV 25425

National organization which represents citizens' interests in the Appalachian trail. Publishes guidebooks and other descriptive literature about the trail and facilities.

ASSOCIATION OF STUDENT COUNCILS
44 St. George Street
Toronto 5, Ontario
Canada

BARBADOS TOURIST AND DEVELOPMENT BOARD
801 Second Avenue, 2nd Floor
New York, NY 10017

CANADIAN GOVERNMENT TRAVEL BUREAU
680 Fifth Avenue
New York, NY 10019

CANADIAN YOUTH HOSTELS ASSOCIATION
333 River Road
Vanier City, Ottawa, KIL-B Ontario
Canada
Dennis Lewis, National Executive Director

Year-round opportunities for outdoor recreation and inexpensive travel. Operates over 57 youth hostels in Canada.

DOMINICAN REPUBLIC TOURIST INFORMATION
64 W. 50th Street
New York, NY 10020

HAITI GOVERNMENT TOURIST OFFICE
30 Rockefeller Plaza
New York, NY 10020

JAMAICA TOURIST BOARD
200 Park Avenue
New York, NY 10017

MEXICAN GOVERNMENT TOURISM DEPARTMENT
630 Fifth Avenue
New York, NY 10020

PANAMA GOVERNMENT TOURIST BUREAU
630 Fifth Avenue
New York, NY 10020

TOURBEC
112 Quest, rue St. Paul, Suite 500
Montreal 125, Quebec, Canada

TRINIDAD AND TOBAGO TOURIST BOARD
400 Madison Avenue
New York, NY 10017

WASHINGTON VISITORS PROGRAM
"The Pilgrimage"
The Church of the Pilgrims
2201 P Street, N.W.
Washington, D.C. 20037

Arranges hostel accomodations, planned discussions, sightseeing, orientation and kitchen facilities for groups visiting Washington, D.C.

South America

ASSOCIACAO BRASILEIRA ALBERGUES DA JUVENTUDE
Avenida Sao Luiz 153
2.9. Sobre-Loja
Loja 24
Sao Paulo (ZC4), Brazil

Youth Hostel Association

ASOCIACION DE ALBERGUISTAS DEL URUGUAY
Reconquista 745
Montevideo, Uruguay

Youth Hostel Association

ASOCIACION ARGENTINA DE ALBERGUES DE LA JUVENTUD
Corrientes 1373, Piso 1
Buenos Aires, Argentina

Youth Hostel Association

COLUMBIA NATIONAL TOURIST BOARD
140 E. 57th Street
New York, NY 10022

COMITE DE ALBERGUES JUVENILES DE CHILE
Estadio Sausalito
Casilla No. 159
Vina del Mar, Chile

Youth Hostel Association

SURINAM TOURIST OFFICE
1 Rockefeller Plaza, Room 1408
New York, NY 10020

VENEZUELAN GOVERNMENT TOURIST BUREAU
485 Madison Avenue
New York, NY 10022

Western Europe

Austria

AUSTRIAN NATIONAL TOURIST OFFICE
545 Fifth Avenue
New York, NY 10017

ÖKISTA (AUSTRIAN COMMITTEE FOR INTERNATIONAL EDUCATIONAL EXCHANGE)
Türkenstrasse 7
A-1090, Vienna, Austria

Information on travel and study.

STUDENT TRAVEL BUREAU, VIENNA
A-1010 Wien, Austria
Schreyvogelgasse 3

Travel arrangements, language courses.

Belgium/Netherlands

BELGIAN AMERICAN ASSOCIATION
3, rue de Brederode
Brussels, Belgium

BELGIAN NATIONAL TOURIST OFFICE
720 Fifth Avenue
New York, NY 10019

NETHERLANDS NATIONAL TOURIST OFFICE
576 Fifth Avenue
New York, NY 10036

NETHERLANDS OFFICE FOR FOREIGN STUDENT RELATIONS
Rapenburg 6
Leyden, Netherlands

TEJ (NATIONAL STUDENT TRAVEL BUREAU)
291 Broadway
New York, NY 10007

61 rue Belliard
1040 Brussels, Belgium

France

ACCUEIL DES JEUNES EN FRANCE
12 rue des Barres
Paris 4, France

Germany

GERMAN NATIONAL TOURIST OFFICE
630 Fifth Avenue
New York, NY 10020

GERMAN STUDENT TRAVEL SERVICE
Kaiserstrasse 22
53 Bonn, W. Germany

136 E. 57th Street
New York, NY

INSIGHT INTERNATIONAL
Frankfurt/Main
Adolf-Reichwein-Str. 30
West Germany

Counseling and assistance services to young people visiting Germany, especially those from the developing countries of Asia and Africa. Sponsor international groups and camps to promote Christian faith and understanding, offer travel services to groups and individuals.

STUDENTEN-UND JUGENDREISEN
Hardenbergstrasse 9
1 Berlin 12, W. Germany

Greece

GERMAN STUDENT TRAVEL SERVICE
Branch Office
14111 Nikis Street
Athens, Greece

GREEK NATIONAL TOURIST ORGANIZATION
601 Fifth Avenue
New York, NY 10017

HOST
3 Filellinon Street
Athens, Greece

Information on travel and workcamps.

LOTUS STUDENT TRAVEL BUREAU
7 Filellinon Street, Syntagma Square
Athens 18, Greece

Iceland

ICELANDIC NATIONAL TOURIST OFFICE
505 Fifth Avenue
New York, NY 10017

ICELANDIC NATIONAL UNION OF STUDENTS
University of Iceland
Sudurgotu
Reykjavik, Iceland

Italy

CENTRO ITALIANO VIAGGI ISTRUZIONE STUDENTI (CIVIS)
Via Michelangelo Caetani 32
Rome, Italy

CENTRO TOURISTICO GIOVANILE
Via Nazionale 51
00184 Rome, Italy

ITALIAN GOVERNMENT TRAVEL OFFICE
630 Fifth Avenue
New York, NY 10020

VIAGGA PER LA GIOVENTU
Via Nazionale 172/Via Mazzarino 3, 5
00184 Rome, Italy

Scandinavia

DANISH NATIONAL TOURIST OFFICE
Scandinavia House
505 Fifth Avenue
New York, NY 10017

DANISH STUDENTS INFORMATION BUREAU
Studiestraede 6
1159 Copenhagen K, Denmark

FINNISH NATIONAL TOURIST OFFICE
Scandinavia House
505 Fifth Avenue
New York, NY 10017

NATIONAL UNION OF FINNISH STUDENTS
Mannerheimintie 5C
Helsinki 10, Finland

NORWEGIAN NATIONAL TOURIST OFFICE
505 Fifth Avenue
New York, NY 10017

NORWEGIAN STUDENT TRAVEL BUREAU
Universitetssentret
Blindern, Oslo 3, Norway

N.U.H. TRAVEL DEPARTMENT
Dronningensgate 26
Oslo 1, Norway

STUDENT SERVICE-FINLAND
Kampinkatu 7
00100 Helsinki 10, Finland

STUDENTENES REISEBYRA
Universitetssentret
Oslo 3, Norway

SVERIGES FERENADE STUDENTKARER
Drottninggatan 91
Fack s-100 52
Stockholm 29, Sweden

SWEDISH NATIONAL TOURIST OFFICE
505 Fifth Avenue
New York, NY 10017

TRAVEL DEPARTMENT DIS (DANMARKS INTERNATIONALE STUDENTERKOMITE)
Skindergade 36
1159 Copenhagen K, Denmark

Spain

SIAEIST-TURISMO UNIVERSITARIO
Av. Rovisco Pais
Lisbon 1, Portugal

Study and travel information

SPANISH NATIONAL TOURIST OFFICE
589 Fifth Avenue
New York, NY 10017

Switzerland

SSR-SWISS STUDENT TRAVEL OFFICE
Leonhardstrasse 19
8001 Zurich, Switzerland

Student travel and study.

SWISS NATIONAL TOURIST OFFICE
608 Fifth Avenue
New York, NY 10020

United Kingdom

BUSTA
British Student Travel Centre
44 Goodge Street
London W1, England

DEPARTMENT OF EXTERNAL AFFAIRS
80 St. Stephen's Green
Dublin, Ireland

THE HOLIDAY FELLOWSHIP LTD.
Fellowship House
142 Great North Way
Hendon
London NW4 1EG, England

Tour and holiday programs.

IRISH TOURIST BOARD
580 Fifth Avenue
New York, NY 10036

NUS TRAVEL LTD. (NATIONAL UNION OF STUDENTS)
117 Euston Rd., Clifton House
London, NW1 2SX, England

UNION OF STUDENTS IN IRELAND
11 St. Stephen's Green
Dublin 2, Ireland

VISITORS TO BRITAIN
106 High Street
Edgware, Middlesex
England

PUBLICATIONS

Angier, B. The Freighter Travel Manuel, Radnor, Pennsylvania: Chilton Book Co., 1974.

Bibliography on Higher Education Abroad. New York: Institute of International Education, Information Service on Study Abroad, 1972.

Brett, R. J. World Study and Travel for Teachers, Washington DC: American Federation of Teachers, AFL-CIO.

Brown, D. Overland to India, New York: Outerbridge and Dienstfrey, 1971.

Buryn, Ed. Vagabonding in Europe and North Africa, Berkeley, California: The Bookworks, 1971

Dowsey-Magog, P. Overland Through Asia, San Francisco: Glide Publication, 1974.

Educational Vacations. Gale Research Co., Book Tower, Detroit, Michigan, 48226

Directory of summer and foreign travel courses being offered for credit by American colleges and universities.

Europa - Camping and Caravaning. American Youth Hostels, Inc., 20 W. 17th St., New York, New York, 10011

Listings for European campsites.

Fielding, T. and N. Fieldings Travel Guide to Europe, New York: Fielding Publications, 1974.

Similar guides available for other continents.

Fodor, E. and Fisher, R. Fodor's Europe 1975, New York: McKay Co., 1974.

Similar guides available for other continents.

Garraty, J. A., Adams, W. and Taylor, C. J. The New Guide To Study Abroad, New York: Harper and Row, 1971

Handbook on International Study for U.S. Nationals. New York: Institute of International Education, 1971. ($7.00)

Harvard Student Agencies. Lets Go: The Student Guide to Europe, New York: E.P. Dutton and Co., Revised annually.

Harvard Student Agencies. Lets Go: The Student Guide to the United States and Canada, New York: E.P. Dutton and Co., revised annually.

The International Directory for Educational Liason. Washington DC: American Council on Education.

Provides information on over 220 organizations and research institutes throughout the world. Deals with educational developments, basic information on universities in developing countries, visa and embassy information.

Jenkins, D. (ed). Students Guide to Asia, Melbourne: Australian Union of Students, 1972 (available through CIEE).

Sherman, M. (ed.). Whole World Handbook: Six Continents on A Student Budget, New York: Council on International Educational Exchange. Revised annually. ($2.95)

Social Work Opportunities Abroad - Employment and Education. National Social Welfare Assembly, 345 E. 46th St., New York, New York, 10017.

Study Abroad. UNESCO Publications Center, P.O. Box 433, New York, New York, 10016. ($6.00)

Describes opportunities for study and travel, scholarships, fellowships and awards in 128 countries and territories.

Students Abroad: Semester and Academic Year Programs, 1972 Index. New York: Council on International Educational Exchange, 1972.

Study Abroad Kit. New York: Institute of International Education.

Two volume set. Describes foreign study opportunities, employment overseas, scholarships, country and area profiles.

Summer Study Abroad. New York: Institute of International Education, 1972. ($2.00)

Thomas, W. G. American Education Abroad, Riverside, New Jersey: MacMillan and Co., 1974. ($9.95)

Thomas, W. G. and Mathies, L. (eds.). Overseas Opportunities for American Educators and Students, New York: MacMillan Co., 1974. ($9.95)

Vacation Study Abroad, Volume 1. Paris: UNESCO, 1971. (Available from UNESCO Publications, P.O. Box 130X433, New York, New York, 10016.)

Where to Stay U.S.A. From 50¢ to $7 a Night. An Arthur Frommer Publication, 1974. (Available from the Council on International Educational Exchange.)

Youth Hostels Association. Youth Hosteler's Guide to Europe, New York: Collier Books, 1973. ($2.95)

> "But I reckon I got to light out
> for the Territory ahead of the rest.
> Aunt Sally she's going to adopt me and
> sivilize me, and I can't stand it.
> I been there before."
>
> HUCKLEBERRY FINN

E. Outdoor Living

BACKPACKING/MOUNTAINEERING/WILDERNESS SURVIVAL

COLORADO MOUNTAIN SCHOOL, INC.
2402 Dotsero
Loveland, CO 80537

Summer programs include mountaineering seminars, leadership expeditions, wilderness backpacking, guided summit clumbs, rock climbing instruction, snow and ice climbing and family backpacking.

DICK POWNALL'S MOUNTAINEERING SCHOOL
2700 Clover Road
Golden, CO 80401

P. O. Box 931
Vail, CO 81657

Beginning and advanced courses in mountaineering.

EASTERN MOUNTAIN SPORTS CLIMBING SCHOOL, INC.
Main Street
North Conway, NH 03860

Fall, winter and spring rock climbing and mountaineering expeditions. Courses offered for beginning, intermediate and advanced students.

EXUM MOUNTAIN GUIDE SERVICE AND SCHOOL OF AMERICAN MOUNTAINEERING
Moose Post Office, WY 83012

Mountaineering school in Grand Teton National Park offering guided climbs and classes for beginning, intermediate and advanced climbers.

HOCHGEBIRGSCHULE TYROL
Inrain 67
A-6020 Innsbruck, Austria

Instruction in rock and ice climbing. Spring and summer only.

JACKSON HOLE MOUNTAIN GUIDES
Teton Valley, WY 83025

Climbing school offering classes for beginning and advanced climbers. Guided climbs also offered.

JOHANN MOUNTAIN GUIDES
P. O. Box 19171
Portland, OR 97219

Backpacking trips, outings, summit climbs, glacier travel, exploration and seminars in rock, ice and snow climbing.

LUTE JERSTAD ADVENTURES
9920 S.E. Terwilliger Blvd.
Portland, OR 97219

Hiking and climbing excursions to Mt. Kilimanjaro, the northwest United States and the Himilayas. Also climbing, ice-climbing, rescue classes, canoeing and rafting trips.

MONTANA OUTDOOR LEADERSHIP EXPEDITION (MOLE)
Windy Ridge
West Yellowstone, MT 59758

Survival school for individuals 14 years and older. Sessions last 28 days, include complete wilderness training and survival skills.

MOUNTAIN TRAVEL
1398 Solano Avenue
Albany, CA 94706

(1968) Back-country wilderness trips. Expeditions graded from easy hiking to advanced mountaineering. Fifty-five regular expeditions throughout the world. Facilitates independent travel to Nepal and the Galapagos Islands.

MOUNTAINCRAFT, INC.
Box 429
Red Lodge, MT 59068

Climbing school offers instruction in basic and advanced rock, snow and ice climbing, big wall techniques and alpine seminars. Classes held daily starting June 1.

MOUNTAINEERING PROGRAM
The Ashville School
Asheville, NC

Mountaineering program for students of the school, summer mountaineering camps for others. Programs include basic campcraft, backpacking, training, first aid, survival, leadership training, rock climbing, canoeing, caving and cross-country skiing.

MT. ADAMS WILDERNESS INSTITUTE
Flying L Ranch
Glenwood, WA 98619

Ten day and 2 week expeditions around Mt. Adams. Curriculum includes wilderness travel, mountaineering techniques, seminars and discussions covering mountain science and environmental topics. College credit offered.

NATIONAL TRAILS SYSTEM
NORTHEAST
Regional Director, Bureau of Outdoor Recreation
Federal Bldg., 7th Floor
1421 Cherry Street
Philadelphia, PA 19102

SOUTHEAST
Regional Director, Bureau of Outdoor Recreation
810 New Walton Bldg.
Atlanta, GA 30303

LAKE CENTRAL
Regional Director, Bureau of Outdoor Recreation
3853 Research Park Drive
Ann Arbor, MI 48104

MID-CONTINENT
Regional Director, Bureau of Outdoor Recreation
Denver Federal Center, Bldg. 41
Denver, CO 80225

PACIFIC SOUTHWEST
Regional Director, Bureau of Outdoor Recreation
Box 36062
450 Golden Gate Avenue
San Francisco, CA 94102

PACIFIC NORTHWEST
Regional Director, Bureau of Outdoor Recreation
1000 2nd Avenue
Seattle, WA 98104

Nationwide system of trails for hiking, cycling and riding.

NORWEGIAN MOUNTAIN TOURING ASSOCIATION
Stortingsgaten 28
Oslo 1, Norway

Mountaineering instruction. Arranges climbing, riding and dog sleigh tours.

RICK HORN WILDERNESS EXPEDITIONS
Box 471
Jackson Hole, WY 83001

Summer wilderness expeditions involve all phases of mountaineering. Winter ski touring in the Grand Tetons.

SALZBURGER BERGSTEIGERSCHULE
Gabelsbergerstrasse 18
A-5020 Salzburg, Austria

Tours and instruction in mountaineering in the Austrian Alps. Courses offered for all levels of ability, last 1 to 2 weeks, May through October.

UNION NATIONAL DES CENTTES SPORTIFS DE PLEIN AIR
62 Rue de la Glaciere
75640 - Paris Cedex XIII
France

Summer mountain exploration and instruction. French helpful.

WILDERNESS TRAILS
3024 Edgehill Road
Cleveland, OH 44118

Leads survival expeditions and backpacking trips in Colorado, Pennsylvania and West Virginia.

RESOURCES

ADVENTURE UNLIMITED
3911 N. Oak Park Avenue
Chicago, IL 60634

AMERICAN ALPINE CLUB
113 E. 90th Street
New York, NY 10028

EASTERN MOUNTAIN SPORTS
1041 Commonwealth Avenue
Boston, MA 02100

MOUNTAIN SAFETY RESEARCH, INC.
631 S. 96th Street
Seattle, WA 98108

NATIONAL CAMPERS AND HIKERS ASSOCIATION
7172 Transit Rd.
Buffalo, NY 14221

ROCKCRAFT
906 Durant Street
Modesto, CA 95350

YOSEMITE MOUNTAINEERING SCHOOL
Yosemite National Park, CA 95389

EQUESTRIAN ACTIVITIES

CHEFF CENTER FOR THE HANDICAPPED

ESCUELA ECUESTRE S.M.A.
Apartado y 185
San Miguel de Allende
Guanajuato, Mexico

Intensive riding instruction for beginning, intermediate and advanced riders. Instruction by Mexican cavalry officers. Year-round program. Spanish not required.

North Texas Horse Clinic
Mineral Wells, TX 76067

Two week clinics on breaking, taming and training horses. Fee includes room, board, lectures and use of equipment.

RESOURCES

AMERICAN HORSE COUNCIL
1776 K Street, N.W.
Washington, D.C. 20066

NORTH FORK SCHOOL OF EQUITATION
RFD 2, Box 114
Purcellville, VA 22132

SADDLE RIVER RIDING PROGRAM
S. Nelson Rd.
Sterling Jct., MA 01565

FLYING/GLIDING

HAUS DER LUFTSPORTJUGEND EV
Fritz Stamer Haus
D-6341 Hirzenhain/Dillkreis
Germany

International gliding center offering 2 1/2 week courses and other recreational activities. Participants between the ages of 16-25.

INTERNATIONAL CIVIL AVIATION ORGANIZATION

GENERAL (MULTIPLE OFFERINGS)

MAN AND HIS ENVIRONMENT
Long Bay, Virgin Gorda
British Virgin Islands
Kenneth Webb

Offers students the opportunity to live and work in a tropical environment for one year. Program includes farming, hiking, construction, leisure and underwater activities. Open to college students and high school graduates.

✻

NATIONAL OUTDOOR LEADERSHIP SCHOOL
Box AA
Lander, WY 82520

Two and five week backpacking expeditions. Dedicated to enjoying and conserving the natural wilderness. Courses are small, 5 week co-educational expeditions isolated from civilization. Participants engage in conservation techniques, mountaineering methods and expedition leadership. Curriculum provides five expedition courses of instruction: wilderness, biology, kayaking, mountaineering and winter ski mountaineering. Branch schools in the Pacific Northwest, Africa, Utah, Alaska, Baja and Mexico.

OUTDOOR PROGRAM
Erb Memorial Union
University of Oregon
Eugene, OR 97403

Publishes a summer list of wilderness trips offered through college outdoor programs in the United States and Canada. Includes backpacking, climbing, bicycling, river running and canoe trips.

OUTWARD BOUND, Inc. ✻
Reston, VA 22070

Educational experience of self-discovery which uses challenges found in a natural setting as its teaching medium. Twenty-eight Outward Bound Schools operate in Africa, Asia, Australia, Europe and North America. In the United States, 6 schools serve more than 5,000 students each year. Stress environmental awareness, intense physical activity and the development of skills in canoeing, climbing, sailing, backpacking and wilderness survival. Schools in Colorado, Oregon and North Carolina emphasize mountaineering; Minnesota, wilderness and lake; Texas, desert survival; Maine, sea-based curriculum. Courses vary in length from 21-28 days; college credit and scholarship aid available.

COLORADO
P. O. Box 7247
Denver, CO 80207

HURRICANE ISLAND
P. O. Box 429
Rockland, ME

NORTH CAROLINA
P. O. Box 817
Morgantown, NC 28655

MINNESOTA
Route 1, Box 203
Chaska, MN 55318

NORTHWEST
3200 Judkins Road
Eugene, OR 97403

TEXAS
3917 Cedar Springs Rd.
Dallas, TX 75219

SOUTHWEST EDUCATIONAL INSTITUTE, INC.
Camp Wood Route
Prescott, AZ 86301
Matt Bildhauer

Opportunities for outdoor wilderness experiences and skill development. Year-round back-packing, hiking and river raft trips that teach survival skills. Arranges internships and coordinates cooperative education stations in the Southwest.

STICHTING RQ
POB 9455
The Hague
Netherlands

International sailing, riding camps and cycling tours in the Netherlands.

WILDERNESS EXPERIENCE
Alpine Meadows
Box AMC
Tahoe City, CA 95730

Instruction in survival skills, mountaineering and white water canoeing. Guided backpacking trips available.

THE WILDERNESS INSTITUTE
P. O. Box 1843
Jackson, WY 83001

Wilderness backpacking, canoe basecamp trips, survival and mountaineering school.

THE WILDERNESS SCHOOL
6996 Mission Street
Daly City, CA 94014

Alternative for high school students. Combines urban and wilderness classrooms to teach responsibility, decision making and commitment. One semester.

WOLFCREEK WILDERNESS
P. O. Box 596
Blairsville, GA 30512
Keith W. Evans, Director

Offers excursions of various types - caving, hiking, mountain climbing. Also leadership programs and seminars.

RESOURCES

INTERNATIONAL WORKING COMMUNITY FOR HIKING, SKIING, CYCLING AND RESCUE WORK
CH-9000 St. Gallen
St. Jakobstrasse 87/91 Switzerland

WILDERNESS EXPEDITIONS, INC.
230 Park Avenue
New York, NY 10017

HOMESTEADING

AMERICAN FARM SCHOOL
22 W. 17th Street
New York, NY 10021

Vocational training in industry, agriculture and handicrafts. Sponsors work-travel projects in Greece for high school students.

CHRISTIAN HOMESTEADING MOVEMENT

COOMBS NATURAL FARM

FLORENCE NEWBAUER
Route 3
Brookville, OH 45309

"School of Living" program teaches skills in organic farming, homesteading, food production and other necessities for life on the land.

THE GARDEN OF JOY BLUES

HAL LENKE AND HARRIET HODGES
Small Earth Associates
Union, WV 24983

Provides people with farm internships, apprenticeships, information and training on rural living.

HEATHCOTE CENTER

INSTITUTE OF RURAL OUTDOOR STUDIES
Box 223
Gaastra, MI 49927

Located on 140 acres in Michigan's Upper Peninsula. Facilities are open to school groups who come to learn together in a residential, rural outdoor setting. Areas of study are: Animal Husbandry, ecology, conservation and rural living.

JOHN C. CAMPBELL FOLK SCHOOL

MAN AND HIS ENVIRONMENT
Plymouth Union, VT 05057
John W. Hunter

Program involves participants in a community where they learn farming and wilderness skills, carpentry, gardening, tool maintenance and repair, logging, food processing and home repairs. Open to post high school and college students.

MAPLEVILLE ORGANIC FARM

MISTY MOUNTAIN HOMESTEAD

ROCKBOTTOM FARM

QUADRA EXPERIMENTAL COLLEGE

THE SCHOOL OF LIVING
Heathcote Rd.
Route 1, Box 129
Freeland, MD

School of Living, West
442½ Landfair Avenue
Los Angeles, CA 90024

(1936) Decentralized organization dedicated to supporting organic and creative lifestyles - primarily the modern homestead, small communities and decentralized industry. Offers monthly seminars and study weekends in homesteading skills, health, community organization, alternative economics and education. Publishes The Green Revolution. Holds in trust 37 acres of land on which the Heathcote Community (see listing) is located. Provides residence for students and apprentices by arrangement.

THE SIERRA HOMESTEAD SCHOOL
c/o Hugh Martin
Box 862
Oakhurst, CA 93644

Offers courses in homesteading skills. Specialization in building, agriculture, animal husbandry, technology of utilities, mechanical skills, crafts and music.

RESOURCES

HARVEST HOMESTEAD
6514 S. Oak Grove Road
Harvard, IL 60033

SAILING/CANOEING

AMERICAN RIVER TOURING ASSOCIATION
1016 Jackson
Oakland, CA 94607

A non-profit educational organization of rafting enthusiasts. Membership provides rafts and guides for individuals, vacationing families, outing groups and student expeditions. Rafting primarily on rivers in the American West. Fall and winter, trips available to South and Central America. Outings range from weekend trips to month-long expeditions.

ASSOCIATION PHILIPPE JOPPÉ
22560 Trebeurden
Cotes-du-Nord, France

Nautical center and summer camp for youth, ages 16-18. Possibilities of employment for French speaking students.

CANYONLANDS EXPEDITIONS
P. O. Box 21021
Salt Lake City, UT 84121

River touring information.

CAPTAIN VAN'S NAUTICAL SCHOOLS
P. O. Box 333
Groves, TX

(1946) The oldest privately owned nautical school in the United States. Courses prepare professional and sports mariners for all Coast Guard Merchant Marine license examinations. Courses available by mail correspondence or resident study.

CENTRE NAUTIQUE DES GLÉNANS
Ponton des Glénans
quai Louis Blériot
75 Paris 16e, France

Sailing and navigation courses for beginning and advanced students in all classes of craft and ocean going vessels. Applicants must be at least 17 years of age, fluent in French. April to October.

DIRIGO CRUISES
39 Waterside Lane
Clinton, CT 06413

Information and materials necessary for a sponsoring body to organize a cruise on the schooner Harvey Gamage. Purpose is to provide a "platform" and equipment with which oceanographic/navigation/seamanship studies can be made.

GRAND CANYON DORIES
P. O. Box 5585
Stanford, CA 94305

Motorless trips on the Colorado River through the Grand Canyon.

THE HARRY LUNDBERG SCHOOL
St. Mary's County
Piney Point, MD 20674

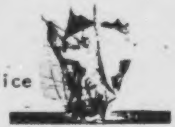
Training facility for merchant seafarers. Programs combine vocational training with academic enrichment and trade union education on land and at sea. Applicants must be between the ages of 16-21.

SAIL TRAINING ASSOCIATION SCHOONERS (STA)
Bosham, Chichester
Sussex PO18 8HR, England

Two week, 1,000 mile ocean training-working cruises aboard two schooners. Accomodates 38 students, ages 16-21.

SOCIÉTÉ NAUTIQUE DE SÈTE
Quai de la Consigne
34-Sete, France

Two week sailing and cruising courses for intermediate and advanced students.



TORONTO BRIGANTINE, INC.
Box 1035, Adelaide Street Post Office
Toronto 1, Ontario

Sailing skills for boys aged 14-18. Two week programs. One week on-land instruction in navigation and one week aboard a 60-ft or 37-ft cutter on the Great Lakes. Provides winter land training in seamanship for potential staff-crew.

SPELEOLOGY

CAVE EXPLORERS OF AMERICA
Robert Bennecke
5032 S. Lotus
Chicago, IL 60638

NATIONAL SPELEOLOGICAL SOCIETY, INC.
2318 N. Kenmore Street
Arlington, VA 22201

F. Performing Arts

DANCE

AEGINA ARTS CENTER

CALIFORNIA INSTITUTE OF THE ARTS

CENTRE DE DANSE INTERNATIONAL
Rosella Hightower
06-Cannes, France

School of dance offers courses in ballet and modern for pre-professionals. Included in the curriculum are art, dance history, dramatic art and yoga. Spanish, French and music instruction also available. Courses of study from one month to one year.

CENTRE DE FORMATION PERMANENTE
BP 191
75864 Paris Cedex 18, France

Contemporary school of dance.

CENTRE INTERNATIONAL D'ART CHOREGRAPHIQUE INSTITUT
17 and 19 Rue de Verdun
11000 Carcassonne, France

Cultural association for choreographic research and experiment. Offers summer courses covering contemporary and jazz dance.

ENSEMBLE
4520 N. Beacon
Chicago, IL 60640
Kathy Richards, Company manager

Professional repertory and dance company. Participation: four month apprenticeships in acting, dance and behind the scenes work. Audition required.

NEW THING ART AND ARCHITECTURE PROJECT

TANZSTUDIO ALAIN BERNARD
Brunngasse 36
CH-3011 Bern, Switzerland

Courses in pantomime, ballet, jazz, modern, Spanish and folk dancing.

RESOURCES

CIVIC CONTEMPORARY DANCE THEATER
1456 S.W. Montgomery
Portland, OR

CONTEMPORARY DANCE THEATER OF PHILADELPHIA
802 Sansom Street
Philadelphia, PA 19107

INTERNATIONAL FOLK DANCE ASSOCIATION
5 Ladue Estates
University City, MO 63141

INTERNATIONAL SUMMER ACADEMY OF DANCE (INTERNATIONALE SOMMER-AKADEMIE-DES TANZES)
Aachener Strasse 5
Cologne-Mungersdorf
W. Germany

ROYAL ACADEMY OF DANCING
251 Knightsbridge
London S.W.7, England

GENERAL (MULTIPLE OFFERINGS)

ACADEMY OF MUSIC AND DRAMATIC ART (AKADEMIE FÜR MUSIK UND DARSTELLENDE KUNST)
Vienna, Austria

Music, voice, drama.

NEW THING ART AND ARCHITECTURE PROJECT
1811 Columbia Road, N.W.
Washington, D.C.

Black culture and community center with a broad based program: workshops in dance, photography, film, graphics and music; sponsors a dance troupe, African Heritage Dancers, and maintains a blues archive.

PERFORMING ARTS AND MEDIA COOPERATIVE
1724-20th Street, N.W.
Washington, D.C.

Resource network for people in the performing arts and related fields. Information on seminars, workshops and courses being offered.

VIENNA ACADEMY OF MUSIC AND DRAMATIC ART
Schloss Shonbrunn
Vienna, Austria

School of dance, music, theater arts and film.

MUSIC

AEGINA ARTS CENTER

Ali Akbar College of Music

P. O. Box 956
San Rafael, CA 94902

Offers instruction in Indian music: classical tala, tabla, flute, pakhwadj, pluccked string instruments and bowed instruments. Also in Indian voice and classical dance. Twelve week sessions offered throughout the year.

ASSOCIATION FOR THE ADVANCEMENT OF CREATIVE MUSICIANS

1059 W. 107th Pl.
Chicago, IL 60654

Workshops, concerts and recordings that give new works a chance to be performed. Free training workshops for children.

BLACK MUSIC, INC.

56 Green Street
Cambridge, MA 02139

Membership includes musicians, electricians and carpenters. They do promotional work, booking, publishing, light and sound jobs; sponsor visits by musicians to hospitals, schools, prisons, are trying to open several cultural centers in the Boston area.

BLUE BEAR WALTZES

2403 Ocean Avenue
San Francisco, CA 94127
Ed Denson, Director

School of popular music, with emphasis on Blues and Rock 'n Roll. Students receive a combination of private lessons, seminars, workshops and playing in bands. Application is open to students who have reached at least an intermediate level of proficiency.

CALIFORNIA INSTITUTE OF THE ARTS

CAMP MUSICAL INTERNATIONAL DES JEUNESSE MUSICALES EN BELGIQUE

5 Rue Baron Horta
1000 Brussels, Belgium

International music camps for individuals between the ages of 16-25.

FONTAINBLEAU FINE ARTS AND MUSIC SCHOOLS ASSOCIATION, INC.

GEORGE KELISCHEK

Master Violin Maker
Brasstown, NC 28902

Classes taught year-round in the art of making musical instruments. Summer music instruction classes cover techniques of playing historical instruments.

JAZZ COMPOSERS ORCHESTRA ASSOCIATION

261 Broadway
New York, NY 10007

Support to jazz performers through experimental workshops, recording facilities and yearly concert series. Association commissions special works and gives jazz musicians the opportunity to perform new compositions.

NEW THING ART AND ARCHITECTURE PROJECT

SCHOOL OF CONTEMPORARY MUSIC

2001 Beacon Street
Brookline, MA

Courses and seminars in music theory, composition, film, video production and instruction in most instruments.

SUMMER ARTS STUDY CENTER

WEST BANK SCHOOL OF MUSIC

1813 Sixth Street, South
Minneapolis, MN 55405

For musicians who want to share/teach/learn/work classical, blue, rock, jazz, folk, country - all instruments and styles. Instruction in theory, composition and arranging.

RESOURCES

ACCADEMIA MUSICALE CHIGIANA

Palazzo Chigi
Saracini, Siena, Italy

CAPE COD MELODY TENT, INC.

251 Central Park West
New York, NY 10024
(musical theater)

CHAMBER MUSIC

Apply to: Miss Denise Bidal
1027 Lonay s/Morges (Vaud)
St. Prex, Switzerland

INSTITUTE FOR ADVANCED MUSICAL STUDIES

P. O. Box 494
1951 Sion/Switzerland

INTERLOCHEN NATIONAL MUSIC CAMP

Interlochen, MI 49643

INTERNATIONAL SUMMER ACADEMY, MOZARTEUM

Schwarztrasse 26
5020 Salzburg Austria

SOUTH SHORES MUSIC CIRCUS
Box 325
Cohasset, ME 02025
(professional music arena theater)

WEST BANK POPS, INC.
P. O. Box 244
West Hartford, CT 06107

SUMMER STOCK THEATER

ALABAMA SHAKESPEARE FESTIVAL
P. O. Box 141
Anniston, AL 36201

APPLE HILL PLAYHOUSE
Apply to: Jack Zaharia
RFD 3, Box 63
Greensburg, PA 15601

ARTS COUNCIL OF TULSA SUMMER ARTS PROGRAM
Arts Council of Tulsa
2210 S. Main
Tulsa, OK 74114
Mark Ross, Executive Director

BARTER THEATER
Main Street
Abingdon, VA 24210

BIGFORK SUMMER PLAYHOUSE
Bigfork, MT 59911

BRIER HILL PLAYHOUSE
P. O. Box 967
Uniontown, PA 15401

BRUNSWICK MUSIC THEATER
Box 656
Brunswick, ME 04011

CAPE COD MELODY TENT (MASSACHUSETTS)
Apply to: D. M. Holtzmann
251 Central Park West
New York, NY 10024

CECILWOOD THREATRE
P. O. Box 56
Fishkill, NY 12524

CENTRAL CITY OPERA
House Association
Central City, CO 80427

CHERRY COUNTY PLAYHOUSE (MICHIGAN)
Apply to: R. Bailey, Producer
Springhill Lane
Cincinnati, OH 45226

COLONIE COLISEUM SUMMER THEATRE
Box 141
Lathan, NY 12110

CORNING SUMMER THEATER
Apply to: Dorothy Chernuck
220 E. 52nd Street
New York, NY 10022

FALMOUTH PLAYHOUSE (MASSACHUSETTS)
Apply to: Stephen Langley
Box 1527 GPO
Brooklyn, NY 11202

FORESTBURGH SUMMER THEATER
Apply: A. Maissel
Box 77, R.D. 1
Monticello, NY 12701

GATEWAY PLAYHOUSE
Box S
Bellport, NY 11713

GOODSPEED OPERA HOUSE
Foundation, Inc.
Goodspeed Plaza
East Haddam, CT 06423

GREAT LAKES SHAKESPEARE FESTIVAL (OHIO)
Apply to: Lawrence Carra
Dept. of Drama
Carnegie-Mellon University
Pittsburgh, PA 15213

GUILD HALL
Box 6666
East Hampton, NY 11937

GUTHSVILLE PLAYHOUSE, INC.
Apply to: Al Hillman
P. O. Box 1416
Allentown, PA 18105

HARFORD THEATER ASSOCIATION, INC.
P. O. Box 241
Bel Air, MD 21014

HEDGEROW THEATER
Moylan, PA 19605

HIGH TOR SUMMER THEATER
Apply to: Eugene S. Casassa
Ashby West Rd.
Fitchburg, MA 01420

HIGHFIELD THEATER
Box F
Falmouth, MA 02541

IMPERIAL PLAYERS
123 N. Third Street
Cripple Creek, CO 80813

IRON SPRINGS CHATEAU
1805 Mesa Rd.
Colorado Springs, CO 80904

IVORYTON PLAYHOUSE
Ivoryton, CT 06442

KALEIDOSCOPE PLAYERS
P. O. Box 1146
Raton, New Mexico 87740

KENLEY PLAYERS
Base Theater
Warren, OH 44482

LAKE WHALOM PLAYHOUSE
Fitchburg, MA 01420

LAKEWOOD MUSICAL PLAYHOUSE (PENNSYLVANIA)
Apply To: Robert Buchanan
277 W. 22 Street
New York, NY 10011

LAKEWOOD THEATRE
Showhegan, ME
Apply to: Henry Richards
200 E. 36th Street
New York, NY 10016

LASALLE MUSIC THEATRE
20th and Olney Avenue
Philadelphia, PA 19144

LITTLE THEATER ON THE SQUARE
Box 155
Sullivan, IL 61951

MAC-HAYDN THEATRE
P. O. Box 204
Chatham, NY 12037

MARIN SHAKESPEARE FESTIVAL
P. O. Box 2306
San Rafael, CA 94902

MELODY FAIR
Apply to: Lewis T. Fisher, Producer
674 Main Street
Buffalo, NY 14202

MILL MOUNTAIN PLAYHOUSE
P. O. Box 505
Roanoke, VA 24003

MILLBROOK PLAYHOUSE (PENNSYLVANIA)
Apply to: Roy Franklin
29 W. 65th Street
New York, NY 10023

MUSICARNIVAL SCHOOL
4401 Warrensville Center Rd.
Box 22101
Warrensville Heights, OH 44122

NEW JERSEY SHAKESPEARE FESTIVAL
Drew University
Madison, NJ 07940

NEW LONDON BARN PLAYHOUSE
Box 285
New London, NH 03257

NEW MEXICO BROADWAY PRODUCTIONS
3113 Christine N.E.
Albuquerque, NM 87111

OAKDALE MUSICAL THEATER
Old Turnpike Rd.
Wallingford, CT 06796

OLNEY THEATER (MARYLAND)
Apply to: James Waring
c/o Box 265
Catholic University
Washington, D.C. 20000

OREGON RIDGE DINNER THEATRE
P. O. Box 304
Cockeysville, MD 21030

ORLEANS ARENA THEATRE (MASSACHUSETTS)
Apply to: Betsy B. Argo
74 Olive Street
Providence, RI 02906

PARKWAY PLAYHOUSE
Burnsville, NC 28714

THE PENNSYLVANIA STATE FESTIVAL THEATRE
137 Arts Bldg.
University Park, PA 16802

THE ROCHESTER MUSIC THEATER
Apply to: Box Leblan
P. O. Box 1016
Rochester, NH 03867

SOUTH SHORE MUSIC CIRCUS
Box 325
Cohasset, ME 02025

STEPHEN FOSTER DRAMA ASSOCIATION
P. O. Drawer D
Bardstown, KY 40004

TOTEM POLE PLAYHOUSE
RFD 2
Fayetteville, PA 17222

TRUMPET IN THE LAND
Ohio Outdoor Historical Drama Association
Box 275
Dover, OH 44622

WAYSIDE THEATRE
Middletown, VA 22645

WEST VIRGINIA HISTORICAL DRAMA
P. O. Box 1205
Beckley, WV 25801

WOODSTOCK PLAYHOUSE
P. O. Box 268
Woodstock, NY

THEATER

THE APPLESEED CIRCUS
9525 Byron Avenue
Surfside, FL 33154

Street theater troupe.

ASSOCIATION FOR NATIVE DEVELOPMENT IN THE PERFORMING AND VISUAL ARTS

CALIFORNIA INSTITUTE OF THE ARTS

CENTRAL SCHOOL OF SPEECH AND DRAMA-LONDON, ENGLAND
Drama Director, Ralph Symonds
Paul Mellon Center for the Arts
Wallingford, CT 06492

Summer school involving practical professional training. Three week sessions combine classes, rehearsals and performances. Thirty students accepted on the basis of auditions and recommendations.

CREATION 2
Box 141
Toronto 315, Ontario, Canada

(1969) Experimental, professional Canadian theater company. By choice a 'poor' theater company with no specific theater space. Members live together in an interdependent community, travel and perform in a variety of places.

GROUP MOTION MEDIA THEATER
623 S. Leithgow Street
Philadelphia, PA 19147

Performing group works with multi-media productions. Workshops available.

THE NATIONAL THEATER OF THE DEAF
The O'Neill Center
1860 Broadway
New York, NY 10023

(1965) Theater company composed of deaf actors who communicate through sign language. Company has toured the world and the United States, given over 1,000 performances, including special theaters for children with learning disabilities.

PETERBOROUGH PLAYERS
P. O. Box 1
Peterborough, NH 03458

(1933) Professional summer theater company. Operates apprenticeship program for acting students. Program includes formal class training and experiential learning in productions. Participation: approximately 20 students selected each season. Tuition program. Some scholarships.

REDWING
2906 North Weill
Milwaukee, WI 53202

Performing arts group that works in prisons, homes for the aging, street festivals, etc.

SCHOOLS OF THE ART INSTITUTE OF CHICAGO

SUMMER ARTS STUDY CENTER

THE THEATER OF ALL POSSIBILITIES
Cerillos, NM

Commune involved with experimental theater.

THEATER WORKSHOP BOSTON, INC.
The Boston Center for the Arts
549 Tremont Street
Boston, MA 02116

Professional theater company. Offers training for actors and workshops for adults, teachers and children interested in learning psycho drama and sensory awareness techniques, mime, movement, yoga and Sufism as they relate to theater. Workshops last 10 weeks, limited to 15 participants.

UNIVERSAL MOVEMENT THEATER REPERTORY
235 W. 15th Street, Apt. 4A
New York, NY 10013

Contact, information booking agency for guerilla, street theater and mime groups.

WESTBETH PLAYWRIGHTS FEMINIST COLLECTIVE
463 West Street, Studio 402D
New York, NY 10014

Performs and produces plays, mostly those written by women on feminist issues. Sponsors playwrights and workshops.

RESOURCES

AMERICAN SOCIETY OF THEATER ARTS, INC.
Washington Facility
1724 20th Street, N.W.
Washington, D.C. 20009

BLACK THEATER
c/o Ed Bereal
4716 W. Washington Blvd.
Los Angeles, CA 90016

BOSTON REPERTORY THEATRE
Boston Center for the Arts
551 Tremont Street
Boston, MA 02116

THE BRITISH DRAMA LEAGUE
Training Organizer
9 Fitzroy Square
London, W1, England

BROOM STREET THEATER
152 W. Johnson Street
Madison, WI 53703

THE COMPANY THEATER
1024 South Robertson Blvd.
Los Angeles, CA 90035

EL TEATRO CAMPESINO
Box 2302
Fresno, CA 93720

EL TEATRO POPULAR DE LA VIDA Y MUERTA
1407 Crusado Lane
Los Angeles, CA 90023

ENVIRONMENTAL THEATER
1519 Wisconsin Avenue, N.W.
Washington, D.C. 20007
Jim Hobbs

IT'S ALL RIGHT TO BE A WOMAN THEATER
318 W. 101 Street
New York, NY

NEEDHAM DRAMA WORKSHOP, INC.
5 Manning Street
Needham, MA 02194

OPEN THEATER
202 E. 10th Street
New York, NY 10009

RAPID TRANSIT GUERILLA COMMUNICATIONS
1621 S. Miller Street
Chicago, IL 60608

SAN FRANCISCO MIME TROUPE
450 Alabama Street
San Francisco, CA 94110

> "Western philosophers have always gone on the assumption that fact is something cut and dried, precise, immobile, very convenient, and ready for examination.
>
> The Chinese deny this. They believe that a fact is something~
> crawling and alive,
> a little furry and cool to the touch,
> that crawls down the back
> of your neck."
>
> LIN YUTANG
> Chinese scholar

G. Science and Technology

AGRICULTURE/ANIMAL HUSBANDRY

BRACE RESEARCH INSTITUTE

FARMER COOPERATIVE SERVICE
U.S. Dept. of Agriculture
Washington, D.C. 20250

Encourages the development of farmer's cooperative organizations. Provides co-ops with research, technical assistance and information.

FOOD AND AGRICULTURE ORGANIZATION (FAO)

4-H INTERNATIONAL PROGRAMS

HEIFER PROJECT INTERNATIONAL

INSTITUTE FOR ENVIRONMENTAL AWARENESS

INTERNATIONAL CENTER FOR AGRICULTURAL EDUCATION
CH-3003 Bern, Switzerland

International course on vocational education and teaching in agriculture. Offered every other summer. Open to teachers and graduate students who have practical experience with agricultural education.

NEW ALCHEMY INSTITUTE

RESOURCES

ASSOCIATION OF ORGANIC FARMERS IN CALIFORNIA
San Francisco Ecology Center
13 Columbus Avenue
San Francisco, CA 94111

INSTITUTE OF AGRICULTURE AND FORESTRY (HOCHSCHULE FÜR BODENKULTUR)
Vienna, Austria

INSTITUTE OF VETERINARY MEDICINE (TIERAERZTLICHE HOCHSCHULE)
Vienna, Austria

INTERNATIONAL AGRICULTURAL EXCHANGE ASSOCIATION
c/o UKSA
Agriculture House
Knightsbridge, London SWIX 7NJ, England

ARCHAEOLOGY

ARCHAEOLOGICAL PRACTICUMS
Division of Cintinuing Education
Brock University
St. Catharines, Ontario, Canada

Overseas summer archaeological practicums allow students to spend six weeks working and studying on an archaeological dig. Open to undergraduates in the third year of college, graduate students and teachers of the classics, ancient history and related fields. Six hours of course credit given.

COUNCIL FOR BRITISH ARCHAEOLOGY
8 St. Andrews Place
London NWI 4LB, England

Publishes a monthly calendar of archaeological digs, training and courses in Great Britain and Europe.

DELEGACIÓN NACIONAL DE JUVENTUD
José Ortega y Gasset 71
Madrid 6, Spain

Opportunities for archaeological and social work in international summer workcamps in Spain. Room and board provided.

EDUCATIONAL EXPEDITIONS INTERNATIONAL

FEDERATION NATIONALE DES FOYERS RURAUX
Foyer Rural de Ribemont-Méricourt
80113-Ribemont-sur-Ancre
France

Archaeological digs in the area around Ribemont-sur-Ancre. No requirements for participation. Individuals must pay a small fee per day to cover the cost of room and board.

FONDAZIONE LERICI
Archaeological Prospecting-Via Veneto
108-00187 Roma, Italy

Offers an annual course on modern methods of archaeological prospecting. Two week course combines lectures with field work. Italian required.

NATIONAL COUNCIL OF TOURISM IN LEBANON

NORWICH SURVEY
Center of East Anglian Studies
University Village
Norwich NOR 88C, England

Archaeological excavations in the Norwich area. Digs every summer between June and September. Participation: anyone 16 years or older. Lodging and subsistence allowance provided for those working three weeks or longer; six day work week. On-site training in field techniques.

THE SANTA MARIA FOUNDATION
Box 1492
Palm Beach, FL 33480

Non-profit organization concerned with research, location, excavation, authentication and preservation of ancient shipwrecks of the Western Hemisphere. Volunteers help with the work and research.

THE VERGILIAN SOCIETY (NAPLES)
Apply to: Mr. Charles T. Murphy
Classics Dept.
Oberlin College
Oberlin, OH 44074

International center of archaeological study.

THE WINCHESTER RESEARCH UNIT
Little Minster Street
Winchester, Hants., England

Archaeological excavation work in Winchester. Research Unit excavates sites to be destroyed or substantially damaged by redevelopment. Volunteers welcome to work April through September or October through March. Will consider people able to stay one month. Housing provided.

ARCHITECTURE

ART RESEARCH CENTER
4808 Troost
Kansas City, MO 64118

Aims to synthesize art and science through environmental art. Composed of artists, architects, designers and philosphers who are experimenting with outdoor structures and space, domes, pre-fab housing and inflatables. Has contacts with environmental artists nationwide.

BOSTON ARCHITECTURAL CENTER
320 Newbury Street
Boston, MA 02115

Conducts a broad program that includes the School for Architecture, continuing education for professionals, interns and laypersons, a library and clearinghouse of pertinent information and support for research programs and publications. Students spend equal amounts of time with academic study and direct work experience. Does not require formal university prerequisites for admission.

THE FRANK LLOYD WRIGHT SCHOOL OF ARCHITECTURE
Taliesin West
Scottsdale, AZ 85252

Taliesin East
Spring Green, WI

Dedicated to the furtherance of the teachings of Frank Lloyd Wright in the field of organic architecture. Methods of teaching architecture, creative design, collateral crafts, related and allied arts. Based on learning by doing. Program requires eight years to complete.

KOINONIA PARTNERS

PACIFIC DOMES
Box 219
Bolinas, CA 94924

Educational organization that experiments with different forms of shelter. Publishes materials based on their experience. Books include: Domebook I, Domebook II and Shelter.

URBANZI EXCHANGE MULTI-VERSITY
1255 Orcutt Rd., B-33
San Luis Obispo, CA 93401

People seeking solutions to urban problems through environmental design. Possibilities for research and independent study in socio-cultural, economic and political aspects of the city.

YURT FOUNDATION
Bucks Harbor, ME 04618
Wm. S. Coperthwaite, Director

Sells plans and offers "how-to" workshops on yurt building.

RESOURCES

UNDERGROUND CONSTRUCTION COMPANY
2228 McKinley
Berkeley, CA

ASTRONOMY

AERIAL PHENOMENA RESEARCH ORGANIZATION
3910 E. Kleindale
Tucson, AZ 85716

Researches, analyzes and makes available data on unidentified flying objects.

INTERNATIONAL ASTRONOMICAL UNION
The Astronomical Institute
Zonnenburg 2
Utrecht, Netherlands

University level courses on astronomy, held throughout the world. Scholarships available. Open to astronomy students of all nationalities.

CONSERVATION & NATURAL RESOURCES

CALIFORNIA ECOLOGY CORPS
Dept. of Conservation
1416 Ninth Street
Sacramento, CA 95814

(1971) Conservation projects under the supervision of the Dept. of Conservation and the Division of Forestry. The workforces assist with firefighting and ecology related projects. Participation: open ended. Term: six months to one year. Room, board and monthly stipend provided.

CONSERVATION CORPS

DEPARTMENT OF CONSERVATION AND ECONOMIC DEVELOPMENT
1100 State Office Bldg.
Richmond, VA 23219

Administers the state's conservation, recreation and land management programs.

DEPARTMENT OF NATURAL RESOURCES
Personnel Division
Stevens T. Mason Bldg.
Lansing, MI 48926

Conservation and protection of Michigan's natural resources. Involved with land and wildlife management, pollution control and recreation. Participation: summer job openings. Selection based on results of Michigan Civil Service exam.

EXPLORATIONS IN MINISTRY

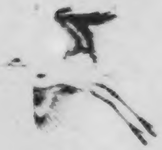
FRIENDS OF THE EARTH
620 C Street, S.E.
Washington, D.C. 20003

529 Commercial Street
San Francisco, CA 94111

(1969) Actively involved with education and lobbying in the environmental field, i.e. strip mining, nuclear energy and the Clean Air Act. Findings available in a series of published reports, Eco, and Not Man Apart.

INTERNATIONAL RECREATION ASSOCIATION
345 E. 46th Street
New York, NY 10017

(1956) Coordinates recreation efforts worldwide. Maintains a central service office for the world's recreation agencies, provides technical assistance to countries developing recreation agencies, arranges international exchanges, organizes conferences, offers consulting services and publishes recreation material. Staffed by paid and volunteer workers.



THE NATIONAL AUDUBON SOCIETY
950 Third Avenue
New York, NY 10022

1511 K Street, N.W.
Washington, D.C. 20005

Environmental group with a broad range of programs. Offers camping and training programs, publishes newsletters, pamphlets, bimonthly magazine and produces films. Also conducts research and keeps a close watch on governmental agencies and legislation.

THE NATIONAL RECREATION AND PARK ASSOCIATION
1601 N. Kent Street, 11th Floor
Arlington, VA 22209

Educational and service organization dedicated to conservation of natural resources and the development and improvement of park and recreation leadership, facilities and services. Programs available to members: directory of professional preparation programs in recreation, parks and related areas; internship program that provides special advanced training experience for graduates in recreation or park curriculums; personnel recruitment, placement and training services; library and consultation services, conferences and congresses. Publications include The Journal of Leisure Research and Parks and Recreation Magazine.

NATIONAL SCHOOL OF CONSERVATION
1500 Cardinal Drive
Little Falls, NJ 07424

Home study courses in conservation. A division of Technical Home Study Schools.

NATIONAL WILDLIFE FEDERATION
Internship Program
1412 16th Street, N.W.
Washington, D.C. 20036
Sheldon Kinsel, Program Director

(1974) Internships involve students in research and reporting for the Conservation Report. Interns must be graduate students, juniors or seniors in college, have environmental backgrounds and writing skills. Living allowance provided during three month internship period.

THE NATURE CONSERVANCY
1800 N. Kent Street, Suite 800
Arlington, VA 22209

(1950) Acquires ecologically valuable lands and preserves them for the future. Currently holds in trust 10 million acres of prairie, forest, island seashore and swamp lands.

PROGRAM

SIERRA CLUB
1050 Mills Tower
San Francisco, CA 94104

324 C Street, S.E.
Washington, D.C. 20003

(1892) Involved in environmental issues through 43 local organizations and 143,000 members. Publishes books, weekly newsletter, researches and publicizes environmental concerns and has a defense fund to handle significant environmental litigation.

THE STUDENT CONSERVATION ASSOCIATION*
Route 1, Box 573 A
Vashon, WA 98070
Enid Dolstad, Co-Director

Operates the Student Conservation Program in cooperation with the National Park Service, National Forest Service and the Merck Forest Foundation. Students assist agencies by providing visits or services and carrying out conservation programs. Openings for high school and college students depending on funds available.

THE WILDERNESS SOCIETY
729 15th Street, N.W.
Washington, D.C. 20005

(1935) Dedicated to preserving and protecting American wilderness. Sponsors educational and vacation programs, supports wilderness research, offers a consulting service, puts out publications and reports.

RESOURCES

AMERICAN ASSOCIATION FOR CONSERVATION INFORMATION
1416 Ninth Street
Sacramento, CA 95814

AMERICAN CONSERVATION ASSOCIATION
30 Rockefeller Plaza
New York, NY 10020

AMERICAN FORESTRY ASSOCIATION
919 17th Street, N.W.
Washington, D.C. 20006

AMERICAN FOREST INDUSTRIES
1835 K Street, N.W.
Washington, D.C. 20006

AMERICAN SHORE AND BEACH PRESERVATION ASSOCIATION
Box 1246
Rockville, MD 20850

CITIZENS COMMITTEE ON NATURAL RESOURCES
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

U.S. YOUTH CONSERVATION CORPS
P. O. Box 2975
Washington, D.C. 20013

WORLD WILDLIFE FUND
910 17th Street, N.W., Suite 728
Washington, D.C. 20009

ENVIRONMENTAL SCIENCES

ALEUTIAN-BERING SEA EXPEDITIONS

BOLTON INSTITUTE
1838 K Street, N.W., Suite 302
Washington, D.C. 20006

Private, non-profit organization that promotes environmental education.

BOSTON ENVIRONMENT, INC.
14 Beacon Street
Boston, MA 02108

Publishes a directory of environmental action groups working throughout the United States.

CENTER FOR ECOLOGICAL LIVING
246 Center Avenue
Pacheco, CA 94553

Publishes the Ecological Living Handbook.

COLLEGE OF THE ATLANTIC
Bar Harbor, ME 04609

(1971) Focus is on human ecology. Emphasizes the study of ecology within the context of human values and social processes. Enrollment of 100.

EARTHGUARD
Box 12
9690 Fjerritslev, Denmark

Branch of Nordenfjord World University (see listing). Environmental education center with international staff.

environmental action
1346 Connecticut Avenue, N.W., Room 731
Washington, D.C. 20036

Concerned with environmental action, lobbying, political campaigning and publicity. Researches and publishes the environmental voting records of Congresspersons and is involved with citizen groups at the local level. Bimonthly magazine, Environmental Action, gives information on all activities.

THE ENVIRONMENTAL ACTION FOUNDATION *

732 Dupont Circle Bldg.
Washington, D.C. 20036

Sister organization of Environmental Action. Established to do research and educational work in the environmental field. Interns research, write and give general assistance with projects.

ENVIRONMENTAL COALITION FOR NORTH AMERICA

1701 18th Street, N.W.
Washington, D.C. 20009
Robert Eisenbud

Coalition represents a variety of scientific, agricultural, labor and environmental organizations. Goal is to increase cooperation and communication between all organizations. Volunteer positions available.

ENVIRONMENTAL DEFENSE FUND

ENVIRONMENTAL PROTECTION AGENCY

Waterside Mall Bldg.
4th and M Streets, S.W.
Washington, D.C. 20460

(1970) Federal agency charged with establishing and enforcing environmental protection standards. Supports research, provides technical assistance and publishes materials on matters concerning pollution control.

GROUP FOR ENVIRONMENTAL EDUCATION, INC.

1214 Arch Street
Philadelphia, PA 19107

Curriculum, materials and advice to schools and universities on the subject of environmental awareness.

HABITAT SCHOOL OF ENVIRONMENT *

P. O. Box 136B
Belmont, MA 02178

habitat

Year program for high school and college age students. Practical and theoretical training in environmental problem-solving with emphasis on student and faculty collaboration. Students may attend for 2-5 months.

HUDSON RIVER SLOOP RESTORATION, INC.

88 Market Street
Poughkeepsie, NY 12601

Founded by Pete Seeger. Carries on a fight to clean up the Hudson River from the sloop, Clearwater. In summer sails from town to town, crew of volunteers and staff initiate community education programs and organize activists to investigate local polluters. Programs include publications, festivals, community work, pollution monitoring and educational sails.

INSTITUTE FOR ENVIRONMENTAL AWARENESS

Loring Hill
Petersham, MA 01366

Non-profit organization that researches environmental alternatives, organic farming, gardening and ecology projects and disseminates environmental information.

INSTITUTE FOR MAN AND HIS ENVIRONMENT

Miner Center
Chazy, NY 12921

Residential semester program for college students. Program devoted entirely to environmental research and analysis. Forty to forty-five students admitted each summer.

INTERNATIONAL ECOSYSTEMS UNIVERSITY

2905 Benvenue
Berkeley, CA 94705

Concentrates on the development of innovative ecosystem educational programs.

INTERNATIONAL YOUTH FEDERATION FOR ENVIRONMENTAL STUDIES AND CONSERVATION

Projects Officer
Hästbergsvägen 4
S-79100 Falun, Sweden

Summer camps and courses on environmental subjects in Austria, Bulgaria, Germany, Romania and Scandinavia. Individuals age 15-19 are eligible.

LIFE OF THE LAND

404 Piikoi Street
Honolulu, HI 96814

(1940) Ecological research and action in Hawaii. Positions open for qualified college graduates to do research in environmental law, economics, marine biology, geology, urban studies, communications. Provide housing and subsistence salary.

MASSACHUSETTS AUDUBON SOCIETY

Lincoln, MA 01773

Sponsors the Environmental Intern Program. Acts as a coordinating center for environmental internships in New England and New York. Recruits and plans projects with industrial, governmental, public and private non-profit agencies. Operates on a year-round, quarterly basis. Participation: open to qualified graduate students and advanced undergraduates. Living stipend provided.

THE NEW ALCHEMY INSTITUTE

Box 432
Woods Hole, MA 02543
John Todd

Organization for research and education. Concerned with creating ecologically derived forms of energy, agriculture, aquaculture, housing and landscapes that will permit human beings to live in harmony with the earth. Centers exist or are planned for a wide range of climates in several countries.

PLANNED TOTAL ENVIRONMENT, INC.
GPO Box 620
New York, NY 10001

Constructs and designs ecologically sound housing from salvage materials. Interested in humanizing scientific attitudes through organized weekend and summer workshops with scientists, poets and artists, using encounter/discussion formats, bio-feedback and videotape.

SMITHSONIAN INSTITUTION-PEACE CORPS ENVIRONMENTAL PROGRAM
Office of Ecology
Smithsonian Institution
Washington, D.C. 20560

Assigns volunteers, with training in the environmental or biological sciences, to placements in 60 developing countries. Assignments include work and research in pollution control, conservation education, ecology, field biology, systemics, animal behavior, wildlife management and water resource development. Participation: graduate and post-doctoral students, serve 24-27 month periods. Same salary as Peace Corps volunteers.

RESOURCES

ECOLOGY CENTER OF LOUISIANA
P. O. Box 19344
New Orleans, LA 70179

ENVIRONMENTAL PLANNING AND INFORMATION CENTER OF PENNSYLVANIA, INC.
313 S. 16th Street
Philadelphia, PA 19102

ENVIRONMENTAL RESOURCE ASSOCIATION
356 E. 116th Street
New York, NY

JOHN MUIR INSTITUTE FOR ENVIRONMENTAL STUDIES
P. O. Box 11
Cedar Crest, NM 87008

451 Pacific Avenue
San Francisco, CA 94133

EXPLORATIONS/EXPEDITIONS

ALEUTIAN-BERING SEA EXPEDITIONS
Western Michigan University
Kalamazoo, MI 49001

Offers participants a variety of field research projects on a major expedition in Alaska's Bering Sea frontier. Field seminars in several disciplines conducted at the expedition headquarters in Unalaska. Emphasis on an interdisciplinary approach to understanding the environmental and cultural ecologies of the region; training in field techniques in biology and anthropology.

EDUCATIONAL EXPEDITIONS INTERNATIONAL
68 Leonard Street
Belmont, MA 02178

Sponsors worldwide research projects for scientists. Staff assistance comes from non-scientists who share costs and work as research assistants with the scientific teams in the field. Has sponsored 60 research expeditions in 26 countries in archaeology, anthropology, ecology, geology, marine sciences and zoology. Participation: open to men and women of all ages. No professional qualifications required. Graduate credit possible.

EXPEDITION TRAINING INSTITUTE
P.O. Box 171, Prudential Center Station
Boston, MA 02199

Summer field expeditions provide research opportunities worldwide in anthropology, zoology, ecology, archaeology, marine biology and geology. Research teams directed by 2 or more instructors allow students to participate in individual and team research projects. Expeditions usually last 4 weeks.

WORLD CENTER FOR EXPLORATION
Box 171 Prudential Station
Boston, MA 02199

Offers high school and college students two summer expedition placements: Explorers Club expedition assistants assigned to university or institution sponsored research; Expedition Training Institute provides on site training in the field science methodology of various disciplines. Requirements: expedition assistants must have field experience and formal training, however, students at all levels may participate in the Institute's programs. Students pay own costs and program fees.

HUMAN MEDICINE

AMERICAN COLLEGE OF NURSE-MIDWIVES
1000 Vermont Avenue, N.W., Suite 500
Washington, D.C. 20005

Professional organization that certifies training programs and nurse-midwives. Provides information and listings of schools offering midwifery programs.

AMERICAN NURSES ASSOCIATION
10 Columbus Circle
New York, NY 10019

(1896) National professional organization of registered nurses. Programs and activities: sets standards and policies for nursing education, works to improve the quality of nursing services in all areas, provides professional and record service for members, supports counseling and placement activities by state nurses' associations, works with other professional and consumer organizations to improve the quality of health care, promotes legislation relating to nursing, sponsors commissions and disseminates information.

ASSOCIATION OF AMERICAN INDIAN PHYSICIANS
721 N.E. 14th Street
Oklahoma City, OK 73104

Offers placements, counseling and financial aid for Native Americans who want to enter the health professions.

BRITISH MEDICAL STUDENTS ASSOCIATION
B.M.A. House
Tavistock Square
London, WC1H 9JT, England

Serves the needs of medical students in the United Kingdom. Participates in an international exchange program coordinated by the International Federation of Medical Students, and SAMA (the equivalent of the B.M.A. in the United States). Program enables medical students to participate in prearranged study electives in health-oriented positions around the world.

CALIFORNIA INDIAN NURSES ASSOCIATION
c/o Indian Health Unit
State Department of Health
714 P Street
Sacramento, CA 95814

Recruits Indian students for the nursing profession. Provides information on schools, scholarships and jobs, helps students find summer placements on Indian projects and assists nurses find placements in California's 23 Indian Health Programs.

CONCERNED CHICANO NURSES
2016 E. First Street
P. O. Box 33407
Los Angeles, CA 90022

(1969) Recruits Spanish-speaking high school students into the health professions. Lobbies to improve health care facilities and opportunities for Chicanos. Newsletter is a resource for job opportunities.

FRONTIER SCHOOL OF MIDWIFERY AND FAMILY NURSING
Wendover, KY 41775

(1939) Full-time training program for graduate nurses interested in rural health. Program is service-learning oriented and may lead to five types of certification: Family Nurse Associate, Family Nurse, Family Nurse-Midwife, Community Family Nurse, Community Family Nurse-Midwife. Classes of 12 students admitted every eight months.

HEALTH HORIZONS PROJECT, NEW CAREERS TRAINING PROGRAM
2676 Salem Avenue
Dayton, OH 45406

Four month training programs in health related fields for physical therapists, nurses aids, lab technicians and dietary assistants. After training participants have the option of working in local hospitals or continuing on with two years of college or other advanced training. Tuition and training costs carried by HEW and the Dept. of Labor. Program designed for low income women.

HEALTH MANPOWER DISTRIBUTION PROJECT OF THE NATIONAL HEALTH COUNCIL, INC.
1740 Broadway
New York, NY 10019

Resource for the health professions. Provides information on placement shortages in urban and rural areas.

INTERNATIONAL MEDICAL STUDENTS SOCIETY
317 S. 11th Street
Philadelphia, PA 19107

Information on overseas hospitals and medical schools.

MATERNITY CENTER ASSOCIATION
48 E. 92nd Street
New York, NY 10028

Information on nurse midwifery programs.

NATIONAL CHICANO HEALTH ORGANIZATION
1709 W. 8th Street, Suite 517
Los Angeles, CA 90014

Counseling, recruitment, placement and financial aid for Chicanos who want to enter health careers. Developing a program to provide summer jobs for students.

NATIONAL MEDICAL ASSOCIATION (NMA)
1717 Massachusetts Avenue, N.W., Suite 602
Washington, D.C. 20036

(1895) Professional organization of Black physicians comparable to the AMA. Recruits minority students for medical schools, sponsors sickle cell anemia programs, research on black diseases and supports better health services for low income people.

STUDENT AMERICAN MEDICAL ASSOCIATION (SAMA)
1400 Hicks Rd.
Rolling Meadows, IL 60008
Mary A. Ficht, National Exchange Officer

Publishes a directory of international medical programs available to American medical students, for study, internships and volunteer service in universities, private and governmental agencies. Distributes the International Federation of Medical Student's pamphlet on "How to Go Abroad" - details possibilities for international medical internships.

STUDENT NATIONAL MEDICAL ASSOCIATION
2109 E Street, N.W.
Washington, D.C. 20037

National organization for minority students entering the medical professions. Offers a preceptorship program in which members can gain experience in urban or rural health services.

RESOURCES

MEDICAL SUMMER SCHOOL IN SCANDINAVIA
Otto Christian Rø, Secretary General
Kirkeveien 112C
Oslo 3, Norway

NATIONAL SERVICE CENTER FOR HEALTH SCIENCE STUDIES
710 Marshfield
Chicago, IL 60612

SOCIETY OF INTERNATIONAL MEDICINE
Box 54, Norton Union
State University of New York at Buffalo
Buffalo, NY 14214

SOUTHEASTERN REGIONAL COUNCIL ON DEVELOPMENT OF NURSE-MIDWIFERY
435 Woodland Hills Bldg.
Jackson, MS 39216

OCEANOGRAPHY

DIRIGO CRUISES

EDUCATIONAL EXPEDITIONS INTERNATIONAL

INTERGOVERNMENTAL MARITIME CONSULTATIVE ORGANIZATION

INTERNATIONAL OCEAN INSTITUTE
The Royal University of Malta
Msida-Malta

Promotes "research on the peaceful uses of ocean space and it's resources, including the regulation of such uses." Undergraduate and graduate students with backgrounds in economics, law, political science and natural science are welcome to study and work at the Institute. Must pay own expenses and nominal tuition fee.

LIFE OF THE LAND

SAILING EDUCATION ASSOCIATION (SEA) *
3 School Street
Boston, MA 02108

Academic instruction in navigation, marine engineering, field oceanography and meteorology. Seamanship skills learned through apprenticeships aboard 100-foot topsail schooner. Participants: 16 years and older.

WOODS HOLE OCEANOGRAPHIC INSTITUTE
Woods Hole, MA 02543

Graduate programs in oceanography and ocean engineering. Offers post-doctoral awards in marine policy, ocean management and study. Summer student fellowships in oceanography available for undergraduates.

POPULATION/DEMOGRAPHY

PLANNED PARENTHOOD-WORLD POPULATION *
1666 K Street, N.W., Suite 91
Washington, D.C. 20006

(1916) Goals: provide family planning services, educate the public on the importance of family planning, advise governmental agencies on the provision and dissemination of information and programs and publicize the dangers of the population explosion. Over 150 affiliate agencies in 41 states. Family planning clinics dispense birth control, test for VD, pregnancy and make abortion referrals. Affiliates provide marriage and family counseling services and participate in the development of sex education programs. Publishes pamphlets, brochures, periodicals, quarterly journal and maintains film and reference libraries.

THE POPULATION COUNCIL
245 Park Avenue
New York, NY 10017

Concerned with the broad field of population. Activities include support for scientific training through a program of fellowships in the fields of demography, reproduction biology and family planning. Fellowships for one year at pre-doctoral and post-doctoral levels.

THE POPULATION INSTITUTE
110 Maryland Avenue, N.E.
Washington, D.C. 20002

Conducts education programs about population problems. Offers internships to college students who want to pursue research projects dealing with their state's population policies.

POPULATION REFERENCE BUREAU, INC.
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

(1929) Organization founded to educate the public about the implications of population growth and other demographic trends. Publishes bulletins, data sheets and other educational materials.

ZERO POPULATION GROWTH
Box 147
Old Mystic, CT 06372

Policy study, research and information dissemination on population control and demographic issues.

RESOURCES

POPULATION CRISIS COMMITTEE
1835 K Street, N.W., Suite 200
Washington, D.C. 20006

RESTORATION

APPRENTICE MILL
Le Moulin des Aprentis
in Bonnat
Creuse, France

Restoration of water powered grain mills in France, Germany and Yugoslavia. Participation: work is carried on from June until August. Individuals must work a minimum of 15 days. No qualifications necessary, training provided. Volunteers receive room and board.

CHANTIERS D'ETUDES MEDIEVALS
8, Avenue de la Foret, Noire
67, Strasbourg, Austria

International summer workcamps for the restoration of medieval building. Participation: 17 years or older. Small fee pays for food, lodging and insurance. French useful.

CLUB DE VIEUX MANOIR
10, rue de la Cossonerie
75-Paris-1e, France

Restoration workcamps and study programs of medieval civilization in France. Run year around, last a minimum of two weeks. Accomodation and meals provided for small fee.

ETUDES ET CHANTIERS
33 rue Campagne Première
75014-Paris, France

Organizes two week international workcamps from July to September. Emphasizes reconstruction, restoration, maintenance and rehabilitation work in France. Participants must be 17 or older.

FOREST SCHOOL CAMPS
Lyndhurst
Alexandria Prk
Brystol 6, England

Organizes construction and restoration work groups in England. Month of August only.

MOULIN DES APPRENTIS
23-Bonnat
France

Workcamps for restoration of old mills and rehabilitation work in poor communities in France. Open to individuals 14 years or older. Daily living allowance provided.

R.E.M.P.A.R.T.
65 Avenue de la Grande Armee
75-Paris-16eme, France

Association of workers repair and restore national monuments and historic sites. Participants stay in French camps and learn skills in carpentry, masonry and roofing in the medieval manner. Minimum 10 day session. Individuals pay small fee to participate.

SCIENCE & HUMAN VALUES

THE INSTITUTE OF SOCIETY, ETHICS AND THE LIFE SCIENCES
The Hastings Center
623 Warbuten Avenue
Hastings-on-Hudson, NY 10706

(1969) Research and teaching organization for sustained, professional investigation of the social and ethical impact of the biological revolution. Sponsors short and long term internships for students who wish to pursue individual research projects in the ethical issues of biology and medicine. Participation: open to undergraduate and graduate students. Some fellowships available.

NATIONAL ASSOCIATION FOR APPLIED ARTS AND SCIENCES
The University Bldg.
1604 Chicago Avenue
Evanston, IL 60201

Seeks to advance human knowledge in the field of applied arts and sciences, through services, activities and programs of research and theory development; evaluation, assessment and accreditation of courses; continuing education programs; experience based education, training programs and degree granting programs.

INTERNATIONAL COOPERATION COUNCIL
17819 Roscoe Blvd.
Northridge, CA 91324

Coordinating body for more than 100 organizations. Emphasis on a humanistic world view and approach to science and technology. Publishes descriptive directory of 200 organizations involved in this area.

SCIENTISTS' INSTITUTE FOR PUBLIC INFORMATION
30 E. 68th Street
New York, NY 10021

National clearinghouse makes information available on scientific issues that are of interest to the public. Publishes a magazine, special reports and workbooks. Holds conferences and workshops on alternatives to present technology, metals, radiation, pesticides in the environment and pollution of water, soil and air.

SOCIETY FOR SOCIAL RESPONSIBILITY IN SCIENCE
U.S. Office
c/o Arthur Galston
Kline Biology Tower
Yale University
New Haven, CT 06520

(1949) "Scientific workers organized to foster a tradition of personal moral responsibility for the consequences to humanity of professional activity, with emphasis on constructive alternatives to militarism." Publications office: 86 Lenox Hill Station, New York, New York, 10021.

SURVIVAL
c/o W. Messing
Mathematics Dept.
Princeton University
Princeton, NJ

International organization of scientists concerned with ethics and social responsibility. Publishes a journal.

RESOURCES

SCIENTISTS AND ENGINEERS FOR SOCIAL AND POLITICAL ACTION
9 Walden Street
Jamaica Plain, MA 02130

Box 4161
Berkeley, CA 94720

TECHNOLOGY

BIOTECHNIC RESEARCH AND DEVELOPMENT
Eithin-y-Gaer, Churchstroke
Montgomery, Wales
United Kingdom

Emphasizes the research and development of soft technology that will not harm the environment.

BRACE RESEARCH INSTITUTE
MacDonald College of McGill University
St. Anne de Bellevue 800
Quebec, Canada

Undertakes research on methods of the desalinization of sea water and for making arid lands available for agriculture. Has also done considerable work with solar stills and windmills.

THE FAROLLONES INSTITUTE
P. O. Box 700
Point Reyes Stations, CA 94956

Designs, constructs and evaluates innovative and inexpensive ways of building components for self-renewing energy [illegible]y and resource recycling; improved means of [illegible]d and fiber production, including field crop[illegible] aquaculture and wildlife management.

INTERMEDIATE TECHNOLOGY DEVELOPMENT GROUP
Parnell House
25 Wilton Rd.
London SWIV IJS, England

Compiles inventories of existing technologies to be used in low-cost, labor intensive production. Tests and demonstrates, in the field, the results of it's findings.

INTERNATIONAL ASSOCIATION FOR THE EXCHANGE OF STUDENTS FOR TECHNICAL EXPERIENCE (IAESTE) ✿
866 United Nations Plaza
New York, NY 10017

On-the-job training abroad for students in engineering, architecture, agriculture and the sciences. Placements are for eight to twelve weeks during the summer. Some year long opportunities. Participation: open to students with sophomore standing and beyond. All costs, with exception of travel, provided.

INTERNATIONAL ATOMIC ENERGY AGENCY
Karntner Ring 11, P. O. Box 590
A-1011 Vienna, Austria

Autonomous, intergovernmental organization with headquarters in Vienna. Objective: "seek to accelerate and enlarge the contribution of atomic energy to peace, health and prosperity throughout the world." Activities include: establishment of safety standards, operation of three laboratories, financing research, fellowships for advanced study, government consulting, sponsoring meetings and publishing books.

LOW IMPACT TECHNOLOGY
73 Molesworth Street
Wadebridge, Cornwall, England

Carries on experiments in technology that will not harm the environment. Made up principally of people associated with the journal, The Ecologist.

NAVAL RESEARCH LABORATORY
(Code 1818)
Washington, D.C. 20390

Theoretical and applied research in all branches of physical and engineering science. Summer jobs available for college senior and graduate students majoring in chemistry, math, metallurgy, engineering and physics.

OREGON MUSEUM OF SCIENCE AND INDUSTRY
4015 S.W. Canyon Rd.
Portland, OR 97221

Sponsors public courses in areas related to science and technology: lens grinding, photography, etc.

RESOURCES

EUROPEAN ORGANIZATION FOR NUCLEAR RESEARCH
1211 Geneva 23, Switzerland

EUROPEAN SPACE RESEARCH ORGANIZATION
114 Avenue de Neuilly
92 Neuilly-sur-Seine
France

NATURAL SCIENCE FOR YOUTH FOUNDATION
763 Silvermine Rd.
New Canaan, CT 06840

SOLAR ENERGY SOCIETY
c/o Steve Sargent
Solar Energy Library
Madison, WI 53706

PUBLICATIONS

Health Careers for American Indians and Alaskan Natives and New Careers in the Indian Health Program. Indian Health Service, 5600 Fishers Lane, Rockville, Maryland, 20852.

International Medical Programs Available to American Medical Students. Student American Medical Association, 1400 Hicks Rd., Rolling Meadows, Illinois, 60008.

> "When I go abroad . . .
> I find several things which scholars
> have not considered.
> Their conclusions seem imperfect."
>
> THOREAU

H. Short Term Work Experience

AGRICULTURE

ANGLIAN STUDENT INTERNATIONAL CENTER
P. O. Box 2
Wisbech, Cambridgeshire, England

Offers English language summer school. Also sponsors "Earn and Learn" holidays where foreign students can stay in farm camps, earn money picking fruit and receive language instruction.

CAMP AGRICOLE INTERNATIONAL
P. O. Box 42
35 A rue Crillon
13352 Marseille Cedex 4
France

Arranges seasonal agricultural work opportunities in France (everything from harvesting grapes to packing walnuts). Also offers work camps in Holland and the kibbutzim in Israel. In conjunction with a sister organization, SIE, offers hotel and restaurant jobs and opportunities. Participation: 18 years or older. Minimum 10 day work period. Room and board provided. French helpful.

CAMP INTERNATIONAL DE VENDANGES EN LANGUEDOC
Maison des Jeunes et de la Culture
25, Rue Marat
11-Lezignan, France

Opportunities for work on the grape harvest in France. Term of work is 15-20 days in September. Room, board and salary provided. Participant must be 16 years of age or older.

ECOLOGY PLACEMENT SERVICE
1711 Lincoln
St. Paul, MN 55105

Information on environment careers, job placements and opportunities for graduate research.

FRIDAY BRIDGE AGRICULTURAL CAMP LTD.
March Road
Friday Bridge
Wisbech, Cambridgeshire, England

Agricultural and fruit harvest work, April-October. Salaried.

INTERNATIONAL EXCHANGE OF YOUNG AGRICULTURALISTS
Agriculture House
Knightsbridge
London, S.W. 1, England

Short term employment placements in agriculture and horticulture. Jobs on farms or gardens in Great Britain last for a period of three to twelve months. Participants must be between 18-26 years of age, have two years of practical experience.

MAISON DES JEUNES
25 rue des Vosges
11-Lezignan-Corbieres
France

Short term employment during the September wine harvest in France. Free accomodation and living allowance.

MINISTRY OF AGRICULTURE, FISHERIES AND FOOD
89/91 Victoria Street
London S.W. 1, England

Publishes list of farm workcamps in Great Britain.

THE NORWEGIAN COMMITTEE FOR INTERNATIONAL INFORMATION AND YOUTH WORK
P. O. Box 8260 Hammersborg
Akersgt 57
Oslo 1, Norway
Nora Thiis, Director

Arranges placements for 600 participants on farms in Norway each summer. Workers are from all countries and between the ages of 18-30. Room, board and weekly allowance provided. Period of stay is 1-3 months.

R. AND J. M. PLACE LTD.
Farmers and Fruit Growers
Church Farm
Tunstead, Norfolk, NOR 11Z
England

Fruit harvesting work for anyone 17 years or older. Camping and dormitory accomodations. Salary depends on amount of fruit picked.

RANCH EL CAPIO

SCHWEIZ, ZENTRALSTELLE FÜR FREIWILLIGEN LAND-UND ARBEITSDIENST
8001 Zurich
Talstrasse 11
Switzerland

Farm work opportunities in the German part of Switzerland. Participants must be 17 years old and able to speak German. Minimum three week work period. Lodging and salary provided.

SWISS FARMERS UNION
Trainee Placement Service
5200 Brugg, Switzerland

Placements on farms in Switzerland. Work is hard, 13 hours a day, 7 days a week, 3 days off a month. Participants must be 18 years or older and have some knowledge of French or German. Three month minimum period of service, May to October. Lodging and monthly salary.

TIPTREE INTERNATIONAL FARM CAMP
Tiptree
Colchester, Essex, England

Summer agricultural and fruit harvest work for students. Room, board and salary.

THE WISCONSIN ALLIANCE

WORLD UNIVERSITY SERVICE
Priory Farm Camp
West Walton
Wisbech, Cambridgeshire, England

Fruit picking in Great Britain. Room, board and salary provided.

ZENTRALSTELLE FUR FREIWILLIGEN LANDUND ARBEITSDIENST
Weinbergstrasse 11
CH-8001 Zurich, Switzerland

Agricultural and domestic work in Switzerland. Participants must have knowledge of German and be willing to work a minimum of three weeks. Room, board, travel in Switzerland and small stipend provided.

AU PAIR

ACCUEIL FAMILIAL DES JEUNES ETRANGERS
23, rue du Cherche-Midi 75
Paris 6^{o}, France

Au pair employment for women between the ages of 18-28. Six month minimum stay required.

ALBA AGENCY
35 Beachamp Place
London S.W.3, England

Arranges au pair and paying guest positions in Greece, Germany and France.

AMERICAN CHAMBER OF COMMERCE IN FRANCE
21, Avenue George V
Paris (VIIe), France

Provides information on employment with French families.

AMITIE MONDIALE
39, rue Cambon
Paris 1, France

Arranges au pair placements in France for women between the ages of 18-30. Periods of service range from 6-12 months.

ASTRA AU PAIR SERVICE
35 Clanricarde Gardens
Bayswater, London W.2., England

Short and long term au pair positions in European countries. Applicants must be at least 18 years of age.

AU PAIR INTRODUCTION SERVICE
31 Bell Lane
London NW4 2BP, England

Arranges au pair positions in most European countries. Applicants must be willing to work for minimum of 6 months. Some short term positions available for summer.

AYUDA A LA EXTRANJERA
Desengano 9
Madrid 13, Spain

Arranges au pair positions with Spanish families. Positions are for minimum of 3 months.

CARNABY BUREAU
36 Marshall Street
London WIV ILL, England

Makes arrangements for au pair and paying guest positions in European and Scandinavian countries.

INTERNATIONAL AU-PAIR SELECTION
47 Allington Rd.
London NW4 3EA, England

Au pair positions in Italy, France and Spain. Employment is for a 6 month period.

MITERNA
Ermou 28
Kornarou 2
Athens 126, Greece

Arranges 6-12 month au pair positions in Greece. During summer, also arranges paying guest positions with Greek families.

NUS TRAVEL LTD.
117 Euston Rd., Clifton House
London, NW1 2SX, England

Information on au pair employment in Europe.

UNIVERSAL AUNTS LIMITED
36, Walpose Street
King's Road
Chelsea, London SW3 4QS, England

Arranges au pair positions in countries throughout the world. Minimum 6 month stay. Applicants must be at least 18 years of age.

GENERAL (MULTIPLE OFFERINGS)

AMBASSADE DE FRANCE
972 Fifth Avenue
New York, NY 10021

Provides information on employment in France.

AMERICAN SCANDINAVIAN FOUNDATION

AMERICAN STUDENT INFORMATION SERVICE
Johnstrasse 56a
Frankfurt Main/Germany

Short term employment in Germany.

B'NAI B'RITH CAREER AND COUNSELING SERVICES
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Resource for materials on counseling and career information. Publish educational directories and research including; Part-time Summer and Volunteer Jobs for Jewish and Other Minority Group Youth.

THE BOARD OF EXAMINERS FOR THE FOREIGN SERVICE
Dept. of State
Washington, D.C. 20520

Information on the recruitment, examination and selection process for the Foreign Service.

CANAL ZONE CIVILIAN PERSONNEL POLICY COORDINATING BOARD
Central Employment Office
Drawer 2008
Balboa Heights, Canal Zone

Similar to an area office of the United States Civil Service Commission. Canal zone agencies recruit periodically from the United States through Applicant Supply File of the office for certain hard-to-fill positions for which qualified local applicants do not exist.

CARL DUISBERG-GESELLSCHAFT E.V.
5 Koeln 1
Hohenstaufenring 30-32
W. Germany
W. Linz, Overseas Director

Offers programs for Americans in Germany. Work-Study Program includes two to three months language training and at least one year of employment. Open to people between the ages of 21-30, who have college degree or practical experience in business, engineering, or an agricultural field. Knowledge of German preferred. Participants must finance study portion of the program, during their employment they are financially independent. Also offers Information Trips for students and professional groups accompanied by a tour leader.

CENTRO DE INTERCAMBIO E TURISMO UNIVERSITARIOS
Rua Fernando Pedroso 31
Lisbon 5, Portugal

Information on workcamps and short term employment.

EUROJOB
Box 52643
Lafayette, LA 70501

Listings for short term employment and teaching opportunities in Europe, Latin America, the Middle East, Africa, Australia and the Pacific.

FEDERAL INSTITUTE FOR LABOR
6 Frankfurt am Main
Feuerbachstrasse 42
W. Germany

Helps North American applicants arrange short and long term job placements in Germany.

GLOBAL EMPLOYMENT INFORMATION BUREAU
Box 706
Orinda, CA 94563

Information on overseas jobs.

INTERNATIONAL CENTRE OF CULTURAL CO-ORDINATION
via Cassia
La Storta
00123 Rome, Italy

Information on vacation employment in Europe. Language facility an asset.

INTERNATIONAL EMPLOYMENT
P. O. Box 721
Peabody, MA 01960

Publishes student job guides.

INTERNATIONAL STUDENT EMPLOYMENT
777 United Nations Plaza
New York, NY 10017

Arranges for working papers, one day orientation and lodging for students who want to spend summers working and traveling in Australia, Great Britain, Ireland and New Zealand. Students must find own job. Service of the Council on International Education Exchange.

JOB FINDERS INTERNATIONAL
4741 N.E. 13th Street
Ocala, FL 32670

Assists graduated foreign students find employment in the subsidiaries, branches and affiliates of American corporations located in the student's home country.

JOBS EUROPE AGENCY
Box 44188
Panorama City, CA 91402

Short term, un-skilled jobs for students in England, Belgium and Switzerland. Participation: open to students aged 18-29. Knowledge of German or French required. All positions salaried. Program fee.

THE MANPOWER INSTITUTE
1211 Connecticut Avenue, N.W.
Washington, D.C. 20036

Develops programs to insure a better balance between manpower supply and demand in technical and professional fields. Disseminates information on career opportunities, supports research, works with government, industry and education.

MEDIA WOMEN
c/o Claudia Dieyfus
158 9th Avenue
New York, NY 10011

Information on opportunities for women in media.

NATIONAL DIRECTORY SERVICE
252 Ludlow Avenue
Cincinnati, OH 45220

Publishes The Summer Employment Directory of the United States, annual paperback which contains information on 90,000 specific summer job openings. Also an annual Directory of Overseas Summer Jobs, gives detailed information on 50,000 jobs worldwide.

OVERSEAS RESEARCH BUREAU
P. O. Box 15071
San Diego, CA 92115

Publishes quarterly bulletin, Overseas Opportunities, which lists a wide variety of full time job possibilities.

PRINCETON RESEARCH CORPORATION
13355 Cantara Street
Panama City, CA 91402

Arranges short term employment in England and Switzerland for individuals 18-26 years of age. Service fee.

PROFESSIONAL AND TECHNICAL WORKERS ALIYAH
515 Park Avenue
New York, NY 10022

Summer employment programs in Israel for college seniors majoring in medicine, biology, chemistry, engineering, architecture or related fields.

RESEARCH ASSOCIATES
P. O. Box 942
Belmont, CA 94002

Lists prospects for employment with United States based construction companies in new projects overseas.

SOCIOCOM
P. O. Box 317, Harvard Square Post Office
Cambridge, MA 02138

(1970) Provides personnel information in the social and economic development fields. Subscribers receive Directories of Positions and the Directory of Subscribers, listing individuals and their qualifications.

STUDENT OVERSEAS SERVICE
P. O. Box 1812-22 Avenue De La Liberte
Luxembourg, Europe

Arranges short term paying jobs for students in Europe.

SUMMER WORK PROGRAMS IN ISRAEL
The Jewish Agency
515 Park Avenue
New York, NY 10022

Arranges summer jobs in Israel for college seniors.

UNITED STATES CIVIL SERVICE REGIONAL OFFICES

Atlanta Region:
Atlanta Merchandise Mart
240 Peachtree Street, N.W.
Atlanta, GA 30303

Boston Region:
Postoffice and Courthouse Bldg.
Boston, MA 02109

Chicago Region:
Main Post Office Bldg.
Chicago, IL 60607

Dallas Region:
1114 Commerce Street
Dallas, TX 75202

New York Region:
Federal Bldg.
26 Federal Plaza
New York, NY 10007

Philadelphia Region:
Customhouse
Second and Chestnut Street
Philadelphia, PA 19106

San Francisco Region:
Federal Bldg.
Box 36010, 450 Golden Gate Avenue
San Francisco, CA 94102

Seattle Region:
3004 Federal Office Bldg.
First Avenue and Madison Street
Seattle, WA 98104

VACATION WORK LTD.
266 Ludlow Avenue
Cincinnati, OH 45220

9 Park End Street
Oxford, England

(1967) Arranges summer jobs for students in Great Britain, France, Italy and Switzerland. Service fee.

VISITORS TO BRITAIN
106 High Street
Edgeware, Middlesex, England

Summer employment opportunities in Great Britain. Also arranges hostel, hotel accomodations and group visits.

YOUNG WORLD LTD.

ZENTRALSTELLE FÜR ARBEITSVERMITTLUNG
Zeil 57
Frankfurt/Main, Germany

Government labor agency locates employment in Germany for American and Canadian students. Generally involves work in agriculture, children's homes, construction, hotels and restaurants, homes for the aged, hospitals and industry. Applicants must be 18 years old and have a knowledge of German.

HOTEL & RESTAURANT

THE AMERICAN HOTEL AND MOTEL ASSOCIATION
888 7th Avenue
New York, NY 10019

Publishes directory of hotels, motels and resorts.

INTERNATIONAL STUDENTS AND VISITORS
53 Dean Street
London W1, England

Information on summer jobs in England. Most involve hotel work. Applicants must be 18 years or older.

MARITIME

COAST NAVIGATIONAL SCHOOL
418 E. Canon Perdido
Santa Barbara, CA 93102

Directory service for people seeking jobs on boats and boat owners looking for crew. Small registration fee required of those requesting jobs. Salaries vary.

MACEDON INTERNATIONAL
P. O. Box 224
Irvington, NJ 07111

Information on maritime opportunities in employment and education. Publishes a guide.

NATIONAL MARITIME UNION-AFL-CIO
36 Seventh Avenue
New York, NY 10011

Information concerning part and full time employment aboard Great Lakes and ocean going vessels.

RANCHES & SUMMER CAMPS

AMERICAN BAPTIST ASSEMBLY
Green Lake, WI 54941

Conference and training center that serves more than 35,000 people each year. Summer employment available to single and married people between the ages of 18-70. Positions available: waitresses, waterfront staff, craft assistants, audio-visual technicians, teachers and secretaries. Room, board and small salary provided.

AMERICAN CAMPING ASSOCIATION ✽
Bradford Woods
Martinsville, IN 46151

Publishes the American Camping Association of Accredited Camps, national directory with over 3,000 camp listings. Also publishes directory of camps for the handicapped.

AMERICAN YOUTH HOSTELS

AMERICAN YOUTH FOUNDATION
3460 Hampton Avenue
St. Louis, MO 63139

(1924) Christian leadership training organization sponsors a variety of summer camping and conference programs for boys, girls, high school, college students and families. College students serve as counselors. Workstaff positions open to men and women 16 years and older.

ASSOCIATION OF PRIVATE CAMPS
55 W. 42nd Street
New York, NY 10036
Maxwell M. Alexander, Assoc. Director

Organization of over 350 members who operate children's camps in New England and the Middle Atlantic states. Maintains a Counselor Placement Bureau which supplies staff to members.

COLORADO DUDE AND GUEST RANCH ASSOCIATION
P. O. Box 6440, Cherry Creek Station
Denver, CO 80206

Information and addresses of approximately 50 ranches in Colorado.

THE DUDE RANCHERS' ASSOCIATION
2822 3rd Avenue, North
Billings, MT 59101

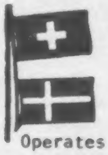
Association of small working guest ranches.

EXPLORERS CAMP
Apartado 14.288
Madrid, Spain

Co-educational camp for children between the ages of 8 and 14. About 50% of campers are American. International staff. Counseling positions available, minimum age 21. Must have three years of college, counseling experience and other professional experience in education or recreation. Knowledge of a language other than English required. Work is for one month period.

INTERBOARD COMMITTEE ON MISSIONARY EDUCATION - THE UNITED METHODIST CHURCH
P. O. Box 871
Nashville, TN 37202

Opportunities for international and minority college students to work from 2-10 weeks in United States camps and conferences as staff, resource persons and counselors. Room, board and salary provided.



INTERNATIONAL RANGER CAMPS
CH-1854 Leysin
Switzerland

Summer camps for boys and girls. Operates for six weeks in Switzerland and Denmark. Counselor positions open for men and women between the ages of 20-26, who have experience working with children. Teachable skills and language proficiency required.

NATIONAL JEWISH WELFARE BOARD
15 E. 26th Street
New York, NY 10010

Publishes Directory of Resident Summer Camps, under the auspices of Jewish communal organizations.

OFFICE DU TOURISME UNIVERSITAIRE
972 Fifth Avenue
New York, NY 10021

Publishes list of organizations in France that use students as summer camp counselors. Knowledge of French and experience in child care necessary.

SOCIAL/YOUTH SERVICES

CHILD CARE PERSONNEL CLEARINGHOUSE ✽
4820 U.S. Highway 42
Louisville, KY 40222

Resource for information on part or full time jobs and volunteer service opportunities that involve work with children. Publishes job listings several times a year that describe opportunities for social workers, teachers, health personnel, houseparents, recreation directors and day care supervisors.

A CHRISTIAN MINISTRY IN THE NATIONAL PARKS ✽
235 E. 49th Street
New York, NY 10017
Warren W. Ost, Director

Summer opportunities for mission and work in the National Parks. Participants may lead interdenominational worship services, direct plays, lead choirs, organize recreation or Christian education programs, and staff coffee houses while holding full-time jobs with either a park company or the Park Service. Participation: women and men, 20 years or older, who belong to a church of the Christian Faith. Placements also available for 175 seminary students. Students paid by the park company employers.

SOCIAL WORK VOCATIONAL BUREAU
386 Park Avenue South
New York, NY 10016

Association of social workers, social work organizations and agencies employing social workers. Publishes Jobs in Social Work, ten times per year. Available to members only.

TEACHING

AMERICAN FIELD SERVICE

Sponsors teacher's exchange program between the U.S. and the U.S.S.R.

AMERICAN UNIVERSITY IN CAIRO
113 Sharia Kasr el Aini
Cairo, UAR

U.S. Office:
866 United Nations Plaza
New York, NY 10017

Multinational university with openings for teachers at the graduate and undergraduate level. Applicants must have Ph.D and college level teaching experience. The University also has one and two year internship programs. For one year internship, applicants must have a masters degree. For two year internship/degree program, a bachelors degree is required. Both programs provide financial grants and living stipends.

ARABIAN-AMERICAN OIL COMPANY
1345 Avenue of the Americas
New York, NY 10019

Employs elementary and junior high school teachers for three schools in Saudi Arabia. Applicants should have teaching certificate, B.A. degree and three years experience.

ASSISTANT COMMISSIONER OF EDUCATION
Dept. of Education
St. Thomas, Virgin Islands

ASSOCIATE SUPERINTENDENT-PERSONNEL
Dept. of Education
P. O. Box DE
Agana, Guam 96910

THE ASSOCIATION OF COMMONWEALTH UNIVERSITIES
36 Gordon Square
London WC1H OPF, England

Annually publishes the Commonwealth University Yearbook, a 2,100 page directory about the facilities, organizations, staff and activities of university institutions in the Commonwealth. Information on appointments also available. Publishes Higher Education in the United Kingdom, handbook for students from overseas who want to study in Great Britain.

BERLITZ SCHOOLS OF LANGUAGES
79 Wells Street
London W1A 3BZ, England

Information on teaching opportunities in Europe, especially for individuals qualified to teach English as a foreign language.

CANAL ZONE SCHOOLS
Deputy Personnel Director (Operations)
Box 2012
Balboa Heights, Canal Zone

Teaching opportunities in elementary, junior and senior high schools in Panama. Applicants for elementary school positions must have a degree in elementary education; junior high school, bachelor's degree with 18 hours of professional education courses; senior high school, masters degree with education credits.

CERRO CORPORATION
300 Park Avenue
New York, NY 10022

Employs elementary teachers to staff company schools in South America. Applicants must have teacher certification, B.A. degree and one year of experience.

COOPERATIVE COLLEGE REGISTRY
One Dupont Circle, N.W., Suite 10
Washington, D.C. 20036

Educational organization that refers new college teachers as well as experienced faculty and personnel to vacant positions in colleges and universitites. Candidates may register with the service for a small fee.

DEPENDENTS SCHOOLS TEACHER RECRUITMENT BRANCH
Dept. of the Army
Room 1A 658, The Pentagon
Washington, D.C. 20310

Overseas employment opportunities for educators. Recruits and selects educational personnel to staff elementary and secondary schools for children of military and civilian personnel assigned abroad.

DIRECTOR OF EDUCATION
Dept. of Education
Pago Pago, American Samoa

EDUCATION AND WORLD AFFAIRS
522 Fifth Avenue
New York, NY 10036

Recruits teachers for positions in African and Asian universities. Assignments in the fields of administration, agriculture, education, engineering, humanities, the natural and social sciences. All courses taught in English. Applicants should have Ph.D and previous teaching experience. Two year assignments.

EDUCATIONAL INSTITUTE OF SCOTLAND
46 Moray Place
Edinburgh EH3 6BH, Scotland

Information on teaching opportunities in Scotland.

EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS
2-8 Loudon Rd.
London N.W. 8, England

Seventy-five independent elementary, secondary, day and boarding schools offering American or British curriculum in Europe. Teacher applicants must have college degrees, one to two years of teaching experience.

HIGHER EDUCATION RESOURCE CENTER
c/o Brown University
Providence, RI 02912

Clearinghouse for job openings for faculty and administrators in higher education.

INTERCEPT
Box 317, Harvard Square Post Office
Cambridge, MA 02138

Link between individuals seeking employment and institutions seeking staff in the areas of higher education, secondary education, industry, government and non-academic institutions. Publishes Directory of Positions - institutional listings and Directory of Subscribers - abbreviated resumes of individuals.

INTERNATIONAL SCHOOLS SERVICES
126 Alexander Street
Princeton, NJ 08540

(1955) Private organization established to provide educational services for American schools overseas. Services include recruitment and recommendation of personnel, stateside liason with American educational resources, curricular guidance and consultation. Approximately 200 teachers placed each year.

THE INTER-UNIVERSITY COUNCIL FOR HIGHER EDUCATION OVERSEAS
90/91 Tottenham Court Rd.
London WIP ODT, England

Organ of the United Kingdom Universities. Responsible for encouraging cooperation between the universities in the United Kingdom and universities in East, West and Central Africa, Botswana, Lesotho, Swaziland, the Sudan, Ethiopia, the West Indies, Guyana, Hong Kong, Malaysia, Singapore, Malta Mauritius, Papua, New Guinea and the South Pacific. Listings on appointments and openings.

ISRAEL ALIYAH CENTER
515 Park Avenue
New York, NY 10022

Recruits teachers for positions in Israeli elementary and secondary schools. Participation: bachelor's degree and one year of experience required. For secondary schools, a masters degree and one year of experience required.

LATIN AMERICAN TEACHING FELLOWSHIPS
Fletcher School of Law and Diplomacy
Tufts University
Medford, MA 02155

Recruits teaching instructors for Latin American Universities. Applicants must be proficient in Spanish or Portuguese, between the ages of 25-30, have completed two years of graduate study in business administration, economics, history, law or social science. Appointments for 15 months. Living costs provided.

THE MEXICAN-AMERICAN COUNSELING INSTITUTE
Texas Technical University
Lubbock, TX 79400

Federally funded institute trains Chicano teachers for positions as public school counselors.

MINISTRY OF EDUCATION
P. O. Box M.45
Accra, Ghana

Teaching opportunities in secondary schools, teacher-training colleges, technical education colleges and universities in Ghana. Two year appointments. Bachelors degree required.

MINISTRY OF EDUCATION
P. O. Box 30040
Nairobi, Kenya

Appoints qualified teachers to posts in secondary schools, technical education colleges, teacher training colleges and universities in Kenya. Bachelors degree required. Two year appointments.

MINISTRY OF EDUCATION
Dept. of Personnel
Tripoli, Libya

Teaching positions in secondary schools, teacher training colleges and universities in Libya. Two year appointments.

MINISTRY OF EDUCATION
Dept. of Secondary Education
Bangkok, Thailand

Recruits teachers of English, French and German for posts in secondary schools in Thailand. Two year appointments. Bachelors degree required.

MINISTRY OF EDUCATION AND CULTURE
P. O. Box 394
Zanzibar

Recruits teachers for positions in schools in Zanzibar. Bachelors degree required.

MINISTRY OF EDUCATION AND FINE ARTS
Teachers Education Division
Addis Ababa, Ethiopia

Recruits teachers for secondary schools and teacher-training colleges in Ethiopia. Appointments last one to three years. Applicants must have bachelors degree and teaching certificate.

MINISTRY OF NATIONAL EDUCATION
P. O. Box 9121
Dar es Salaam, Tanzania

Recruits teachers for two year placements in secondary schools, teacher-training colleges, technical education colleges and universities in Tanzania. Bachelors degree required.

NATIONAL CENTER FOR INFORMATION ON CAREERS IN EDUCATION
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Collects and evaluates existing career information. Serves as a research and central resource bank for individuals and groups interested in careers in education.

NEAR EAST COLLEGE ASSOCIATION
305 E. 45th Street
New York, NY 10017

Association of six American supported colleges in Greece, Lebanon and Turkey. Teaching positions: masters degree required at the secondary level and a Ph.D. with teaching/writing experience at the University level. No language requirement. Employment usually for 3 years.

NUS TRAVEL LTD.
117 Euston Rd., Clifton House
London, NW1 2SX, England

Teaching opportunities in Europe.

ORGANIZATION OF AMERICAN STATES
Education Division
Constitution Avenue at 17th Street, N.W.
Washington, D.C.

Information on teaching opportunities in Latin America.

OVERSEAS EDUCATIONAL SERVICE
522 Fifth Avenue
New York, NY 10036

(1963) Recruits American faculty and administrators for positions in African, Asian and Latin American universities. Sponsors research, orientation programs, maintains information clearinghouse on positions in developing countries.

PERSONNEL OFFICE
Gov. of the Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950

SECRETARY OF EDUCATION
Dept. of Education
Hato Rey, Puerto Rico

STANDARD OIL CO. (NEW JERSEY)
International Employment and Placement Office
30 Rockefeller Plaza
New York, NY 10020

Hires elementary teachers for schools of overseas affiliates. BA degree, teacher certification and three years of experience required. Employment one year or longer.

TEACH CORPS
The Committee on International Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(1963) Conducted in cooperation with the United States Agency for International Development. Sends skilled and experienced educators as volunteers to live and work with native teachers in developing countries. Program runs for 6-8 weeks, usually during the summer. Participation: open to individuals with college degree, at least five years of teaching experience. All expenses paid.

TEACHER CORPS *
Washington, D.C. 20202

(1965) Program to improve education in low income school districts through the Teacher Corps team of 5-8 inexperienced teacher interns and one veteran teacher. Participation: Interns are college students or graduates with non-education programs. Serve a two year period in minority and low income areas before receiving teaching certification. Programs in 140 school districts and five prisons in 35 states.

TEACHER EDUCATION IN EAST AFRICA
Columbia Teachers College
Columbia University
120th Street and Broadway
New York, NY 10027

Sends experienced teachers to work in teacher training colleges in Kenya, Uganda and Tanzania. Open to United States citizens with five years teaching experience and masters degree.

TEACHER EXCHANGE SECTION
Institute of International Studies
U.S. Office of Education
Washington, D.C. 20202

Information on teaching opportunities in elementary and secondary schools overseas. Requires bachelors degree, three years of experience and Unites States Citizenship. Foreign language optional, depending on placement.

TEACHERS FOR WEST AFRICAN PROGRAM
Elizabethtown College
Elizabethtown, PA 17022

Places teachers in secondary schools and universities in Ghana and Nigeria. Secondary school appointments require bachelors degree, universities require Ph.D. Program recruits 30 teachers per year for 2-5 year terms.

TEACHING ASSIGNMENTS IN ENGLISH
Government of the Federal Republic of Germany
Apply to German Consulate in the United States

Employs teachers as part-time assistants to German teachers of English in secondary schools. Participation: Applicants with BA degree and fluent German. Appointments 9 or 10 months, 12-15 hours a week. Monthly salary.

TEACHING ASSISTANTSHIPS IN ENGLISH
Government of France
Institute of International Education
809 United Nations Plaza
New York, NY 10017

Placements in French secondary schools, teaching conversational English. Applicants must have BA degree and fluent French. Ten month appointments. Monthly stipends.

TEACHING ASSISTANTSHIPS IN ENGLISH
Government of Yugoslavia
Institute of International Education
809 United Nations Plaza
New York, NY 10017

Appointments to Yugoslavian universities as resource persons in English language classes. Applicants must be proficient in Serbo-Croatien. Nine month placements. All expenses paid.

TEXACO INC.
Texas Petroleum Co.
135 E. 42nd Street
New York, NY 10017

Employs teachers for company schools in Colombia and Venezuela. Positions open to people with teaching certificate/degree and some experience.

UGANDA TEACHER'S ASSOCIATION
P. O. Box 377
Kampala, Uganda

Information on teaching opportunities in secondary schools, teacher-training colleges, agricultural schools, technical schools and universities in Uganda. Need personnel in the scientific fields. Two year appointments.

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA
475 Riverside Drive
New York, NY 10027

Recruits teachers for university programs sponsored by the Board in Hong Kong, Indonesia, Japan, Korea, the Philippines and Taiwan. Open to persons with masters degrees, Ph.D's with teaching experience preferred. Language required for 1-3 year appointments

VIITTAKIVI INTERNATIONAL CENTER
Hauho, Finland

Study and conference center for people of all cultural, racial, political and religious backgrounds. Winter program is international course for 30-40 participants. Summer program includes language courses for Finns. Courses require 8 to 10 native English speaking persons who serve as instructors and conversationalists. Four hours of daily instruction in exchange for room, board and opportunity to attend other classes. Applicants need not be professional teachers.

ZAMBIA NATIONAL COMMISSION OF UNESCO
Ministry of Education
RW 93
Ridgeway, Lusaka, Zambia

Recruits teachers for positions in schools in Zambia. Teaching appointment for 2-3 years.

NATIONAL PARK CONCESSIONERS

ARA-VIRGINIA SKY-LINE CO., INC.
General Manager
P. O. Box 951
Luray, VA 22835
(Shenandoah National Park)

CEDAR PASS LODGE
P. O. Box 71
Interior, SD 57750
(Badlands National Monument)

CRATER LAKE LODGE, INC.
Personnel Dept.
P. O. Box 25160
Portland, OR 97225

Summer address:
P. O. Box 97
Crater Lake, OR 97604
(Crater Lake National Park)

DEGNAN, DONOHOE, INC.
P. O. Box 517
Yosemite National Park, CA 95389

FRED HARVEY, INC.
Director of Personnel
Grand Canyon, AZ 86023
(Grand Canyon National Park)

GLACIER PARK, INC.
Personnel Manager
P. O. Box 4340
Tucson, AZ 85719

Summer address:
East Glacier Park, MT 59434
(Glacier National Park)

GOVERNMENT SERVICES, INC.
1135 21st Street, N.W.
Washington, D.C. 20036
(National Capital Parks)

GRAND TETON LODGE CO.
Personnel Dept.
209 Post Street
San Francisco, CA 94108

Summer address:
Jackson, WY 83001
(Grand Teton National Park)

HAMILTON STORES, INC.
Personnel Director
P. O. Box 1230
Santa Monica, CA 90406

Summer address:
West Yellowstone, MT 59758
(Yellowstone National Park)

HAYNES, INC.
President
801 N. Wallace Avenue
Bozeman, MT 59715
(Yellowstone National Park)

KILAUEA VOLCANO HOUSE LTD.
President
Hawaii National Park, HI 96718
(Hawaii Volcanoes National Park)

LAKE MOHAVE RESORT, INC.
Manager
Bullhead City, AZ 86430
(Lake Mead National Recreation Area)

LANDMARK SERVICES, INC.
Manager
900 Ohio Drive, S.W.
Washington, D.C. 20024
(National Capital Parks)

LASSEN NATIONAL PARK CO.
President
2522 North Campbell Avenue
Tucson, AZ 85719

Summer address:
Manzanita Lake, CA
(Lassen National Park)

LEOFFLER, S.G. CO.
East Potomac Park, S.W.
Washington, D.C. 20024
(National Capital Parks)

MESA VERDE CO.
Personnel Office
Mancos, CO 81328

Summer address:
Mesa Verde National Park, CO 81330

MCKINLEY-LASSEN NATIONAL PARK CO.
Personnel Director
3000 Sand Hill Rd.
Menlo Park, CA 94025

Summer address:
Manzanita Lake, CA 96060
(Mount McKinley National Park, Lassen Volcanic National Park)

MOUNTAIN COMPANY, INC.
President
Keystone, SD 57751
(Mount Rushmore National Memorial)

NATIONAL PARK CONCESSIONS, INC.
President and General Manager
Mammoth Cave, KY 42259

Summer address:
Rock Harbor Lodge
Isle Royale, MI 49940
(Big Bend National Park, Blue Ridge Parkway, Isle Royale National Park, Mammoth Cave National Park)

NATIONAL PARK CONCESSIONS, INC.
President and General Manager
Star Route 1
Port Angeles, WA 98362
(Olympic National Park)

OREGON CAVES COMPANY
Manager
P. O. Box 151
Grants Pass, OR 97526

Summer address:
Cave Junction, OR 97523
(Oregon Caves National Monument)

PADRE ISLAND NATIONAL SEASHORE CO.
Manager
P. O. Box 2663
Corpus Christi, TX 78403
(Padre Island National Seashore)

RAINIER NATIONAL PARK COMPANY
Director of Personnel
Box 1136
Tacoma, WA 98401
(Mount Rainier National Park)

SEQUOIA AND KINGS CANYON NATIONAL PARK CO.
Director of Personnel
Sequoia National Park, CA 93262

UTAH PARKS COMPANY
Manager
P. O. Box 400
Cedar City, UT 84720

Summer Address:
North Rim Rural Station
North Rim, AZ 86022
(Bryce Canyon National Park, Cedar Breaks National Monument, Grand Canyon National Park, Zion National Park)

VIRGINIA PEAKS OF OTTER COMPANY
General Manager
P. O. Box 17885
Raleigh, NC 27609
(Blue Ridge Parkway)

YELLOWSTONE PARK COMPANY
Personnel Officer
Yellowstone National Ranch, WY 81290

YELLOWSTONE PARK SERVICE STATIONS
General Manager
P. O. Box 1111, Station "A"
Butte, MT 59701

Summer address:
Box 11
Gardiner, MT 59030

YOSEMITE PARK AND CURRY COMPANY
Employment Manager
Yosemite National Park, CA 95389

ADDITIONAL RESOURCES

These agencies arrange office placements overseas.

BROOK ST. BUREAU OF MAYFAIR LTD.
958 Third Avenue
New York, NY 10022

DOT TEMPORARY SERVICES
150 Broadway
New York, NY 10038

MANPOWER, INC.
820 N. Piankinton Ave.
Milwaukee, WI 53203

MISS. LIBERTY INC.
3 Burke Avenue
Baltimore, MD 21204

TEM-POSITIONS
420 Lexington Ave.
New York, NY 10017

WESTERN GIRL LTD.
Overseas Travel Coordinator
60 E. 42nd Street
New York, NY 10017

These agencies arrange office placements overseas.

PUBLICATIONS

The Collegiate Summer Employment Guide. The American Collegiate Employment Institute, 1081 Westwood Blvd., Los Angeles, California, 90024, 1973.

Complete Guide to International Teaching. Atlantic Beach, Florida: G.E. Speed Publishers. ($5.00)

Dilts, H. E. and Hulleman, H. W. (eds.). Teacher's Guide to Teaching Positions in Foreign Countries, Ames, Iowa: Teaching Positions in Foreign Countries, 1971.

Employment Abroad: Sources of Information. New York: Council on International Educational Exchange.

Federal Jobs Overseas. U.S. Civil Service Commission, U.S. Government Printing Office, Washington DC, 20402.

Guide to Employment Abroad. East Islip, New York: Hill International Publications.

The Guide to Summer Camps and Summer Schools. Boston: Porter Sargeant Publisher, 1971.

James, C. J. (ed.). The Directory of Overseas Summer Jobs, 1974, Cincinnati: National Directory Service, published annually.

Leith, H. (ed.). Summer Employment Directory of the United States, Cincinnati: National Directory Service, In., 1974.

A Listing of Sources for Employment Overseas. National Council of Churches of Christ in the U.S.A., Room 656, 475 Riverside Drive, New York, New York, 10027.

Opportunities Abroad for Teachers. Washington DC: U.S. Government Printing Office.

Shaw, R. How to Find Those Great Summer Jobs, New York: Universal Publishing and Distributing Corp., 1973.

Summer Employment Guide. Denver: University Publications, published annually.

Summer Jobs in Federal Agencies. Washington DC: U.S. Civil Service Commission.

Teaching Abroad. New York: Institute of International Education.

Teaching Opportunities Overseas. East Islip, New York: Hill International Publications. ($2.00)

Working Camps Across the World. Coordinating Committee for International Voluntary Service, UNESCO, Place de Fontenoy, Paris 7e, France.

> "My goal is this: always to put myself in the place in which I am best able to serve — wherever my gifts find the best soil, the widest field of action. There is no other goal."
>
> H. HESSE

II~SOCIAL SERVICE AND ACTION

ORGANIZATIONS WHICH PROVIDE AN OPPORTUNITY FOR INVOLVEMENT (SELF-AS-INSTRUMENT CONCEPT) WITH THE ISSUES, PROBLEMS AND NEEDS OF THE WORLD. BASICALLY, A SERVICE-TO-OTHERS.

A. Human Welfare

ALCOHOL & DRUGS

ALCOHOL, DRUG ABUSE AND MENTAL HEALTH ADMINISTRATION
Dept. of HEW
5600 Fishers Lane
Rockville, MD 20852

Government agency. Works to treat/control/prevent alcoholism, drug abuse and mental health problems.

ALCOHOLICS ANONYMOUS (AA)
2660 Woodley Road, N.W.
Washington, D.C. 20008

Help for alcoholics. The largest, oldest and best known organization of it's kind in the country. "The only requirement for membership is a desire to stop drinking."

DO IT NOW FOUNDATION
P. O. Box 3573
Hollywood, CA 90028

Sponsors drug education programs in schools and publishes literature on drug use. Staff are experienced with the drugs they talk/write about and serve without salary.

NATIONAL COORDINATING COUNCIL ON DRUG EDUCATION
Suite 212, 1211 Connecticut Ave. N.W.
Washington, D.C. 20036

Council of 100 member organizations. Resource for materials, information and contacts on drug education/abuse.

NATIONAL COUNCIL ON ALCOHOLISM
2 Park Avenue
New York, NY 10016

Resource center and information library of materials relating to alcoholism. Supports referral services, community education programs and is involved with research and consulting.

NATIVE AMERICAN REHABILITATION ASSOCIATION
3303 S.E. Division Street
Portland, OR 97202

Association for Native Americans with alcoholic problems. Sponsors an outreach program and halfway house that involve counseling, job placements and education.

ODYSSEY HOUSE
207 E. 52nd Street
New York, NY 10022

61 Lincoln Park
Newark, NJ 07102

30 Winnacunnet Road, Route 1
Hampton, NH 03801

68 S. Sixth East
Salt Lake City, UT 84102

1225 Detroit Street
Flint, MI 48503

1125 N. Tonti Street
New Orleans, LA 70119

Therapeutic communities to help addicts re-enter society. Group therapy sessions run by ex-addicts and trained medical professionals.

SERA
1771 Andrews Avenue
Bronx, NY 10453

Therapeutic community run for and by Spanish-speaking people. Work is with vocational training, job placements, day care center, youth treatment center and preventative education programs. Staff of 185 persons.

SYNANON FOUNDATION
1910 Ocean Front Walk
Santa Monica, CA 90401

Detroit Intake Facility
18940 Sheaffer Road
Detroit, MI 48235

New York Intake Facility
338 W. 84th Street
New York, NY 10024

Residential community, drug treatment and alternative life-style program.

3HO FOUNDATION.INC.
1620 Preuss Road
Los Angeles, CA 90035

Drug rehabilitation program based on teachings of Kundalini Yoga and incorporating physical exercise, diet and environment. Centers in 30 states, Canada, France, England and Puerto Rico. Teacher training centers located in California, New Mexico, Arizona and Washington, D.C.

TODAY, INC.
P. O. Box 317
Newton, PA 18940

Residential feminist therapy group program for drug treatment.

UNITED INDIAN COALITION ON ALCOHOL AND DRUG ABUSE
c/o American Indian Services
800 W. Baltimore Street
Detroit, MI 48202

Coalition represents 32 Native American drug and alcohol programs in 9 states. Paid and volunteer workers help with administration, program development, obtaining grants and writing proposals.

WESTERN REGIONAL INDIAN ALCOHOLISM TRAINING CENTER
University of Utah
1400 E. 2nd Street
Salt Lake City, Utah 84112

Tuition free, credit-granting one year training program for individuals working with alcohol projects. Program involves two months of academic classroom training, ten months on a community project. Most students are Native American.

RESOURSES

THE PHOENIX FELLOWSHIP
700 N. Path
Wheaton, IL 60187

CHILD WELFARE

THE AMERICAN HUMANE ASSOCIATION
Children's Division
P. O. Box 1266
Denver, CO 80201

(1877) National voluntary association dedicated to the prevention of child abuse and neglect. Conducts research and surveys, provides consultation to state and local communities, plans staff training seminars and workshops, makes available educational materials.

THE AMERICAN PARENTS COMMITTEE, INC.
15 E Street N.W.
Washington, D.C. 20001

(1947) Membership association that works for federal legislation in the fields of education, child health and welfare, nutrition, day care, juvenile delinquency, family planning.

THE BLACK CHILD DEVELOPMENT INSTITUTE
1028 Connecticut Avenue N.W.
Washington, D.C.

Supports child care programs through research, technical assistance and involvement with public policy.

CHILD WELFARE LEAGUE OF AMERICA, INC.
67 Irving Place
New York, NY 10003

(1920) Federation of 400 agencies. Seeks to improve care and services for deprived, dependent, neglected children, youth and their families. Provides consultation, conducts research, develops standards for service, accredits agencies, sponsors conferences, maintains a reference library and publishes a journal, newsletter and other professional literature.

CHILDREN DEFENSE FUND
Washington Research Project
1763 R Street N.W.
Washington, D.C. 20009

Advocates for better education, care and treatment of children. Primary concerns are with parentless, handicapped, minority, poor and immigrant children.

THE CHILDREN'S FOUNDATION
1028 Connecticut Avenue, Suite 614
Washington, D.C. 20036

Committed to helping local communities develop and improve child feeding programs. Works with other national organizations (Headstart, Welfare Rights Organization, etc.) to carry out food programs on Indian reservations, in migrant camps and in low income communities.

FOR THOSE WHO HAVE LESS

NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT
National Institutes of Health
9000 Rockville Pike
Bethesda, MD 20014

Research in infant mortality, aging and mental retardation.

U. S. COMMITTEE FOR UNICEF
331 E. 38th Street
New York, NY 10016
Marty Abraham, Intern Program

Nongovernmental organization to inform Americans about the needs of children and mothers in developing countries, the work of UNICEF and to raise funds for UNICEF. Summer internship program assignments include public speaking, children's theater, poster-art-graphic design, multi-media productions, fund-raising, research, community organizing and journalism. Participation: open to high school juniors, seniors, college undergraduates and recent graduates. Work in New York City. Expenses responsibility of volunteer.

CIVIL/HUMAN RIGHTS

ALASKA FEDERATION OF NATIVES
1675 C Street
Anchorage, AK 99501

(1964) Statewide coalition formed by Eskimo and Indian leaders to protect the rights of Native Americans.

ALIANZA FEDERAL DE PUEBLOS LIBRES
1010 Erd Street, N.W.
Albuquerque, NM 87101

Dedicated to reclaiming the lands deeded to Indo-Hispanos by Spain. Acts as an advocate of Chicano culture, lobbies and publishes educational materials.

AMERICAN CIVIL LIBERTIES UNION
156 Fifth Avenue
New York, NY 10010

(1920) Forty five state chapters are involved in issues concerning the law and civil liberties. Produce educational materials, lobby and are involved in precedent setting cases.

AMERICAN INDIAN MOVEMENT (AIM)
1337 E. Franklin Avenue
Minneapolis, MN 55404

(1968) Politically active Native American group, organized on a national level to fight for autonomy and self-determination.

CENTER ON SOCIAL WELFARE POLICY AND LAW
401 W. 117th Street
New York, NY 10027

Concerned with legal aspects of welfare policies and the rights of welfare recipients, research and consulting. Offers seminars on poverty and welfare law.

INSTITUTE FOR INDUSTRIAL EDUCATION
P. O. Box 2103
Durban, South Africa

Correspondence college for workers. Provides the necessary knowledge for effective worker organization. Publishes a journal, the South African Labor Bulletin, which carries information on the situation in South Africa.

KENTUCKY WELFARE RIGHTS ORGANIZATIONS AND FEDERATION OF APPALACHIAN MOUNTAIN EFFORTS
P. O. Box 128
Prestonsburg, KY 41653

Organizes low income communities at the local and state levels. Associated with the National Welfare Rights Organization and other regional Appalachian groups.

LA RAZA UNIDA PARTY
Headquarters
Crystal City TX
Jose Angel Gutierrez

Chicano political party.

MEDICAL COMMITTEE FOR HUMAN RIGHTS
P. O. Box 7155, Oakland Station
Pittsburgh, PA 15213

(1964) National organization with chapters throughout the United States that focuses on social change in the field of health. National Task Forces serve as information resources on: prison and occupational health, women's health, community health clinics, patients' rights, mental health and the elderly.

MEIKLEJOHN CIVIL LIBERTIES LIBRARY
1715 Francisco Street
Berkeley, CA 94701

Comprehensive collection of materials relating to civil liberties cases. Library has files, records and transcripts of important cases.

MEXICAN AMERICAN POLITICAL ASSOCIATION
259 Montress Blvd.
San Francisco, CA

National organization concerned with improving conditions among Chicano people through political action, voter registration, support for political candidates and involvement with civic and political education programs.

MEXICAN AMERICAN YOUTH ORGANIZATION
P. O. Box 37345
San Antonio, TX 78237

Chicano youth organization that has 30 chapters and is closely aligned with La Raza Unida Party. Major interests and activities are devoted to educational and political change.

MOVIMIENTO ESTUDIENTAL CHICANO DE AZTLAN
University of California
Berkeley, CA

National organization of college and university students dedicated to the advocacy of La Raza. Chapters throughout the country.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP)
1790 Broadway
New York, NY 10019

(1909) Seeks to "improve the political, educational, social and economic status of minority groups; to eliminate racial prejudice; to keep the public aware of the adverse effects of racial discrimination; and to take lawful action to secure its elimination." There are 1,700 local branches in all 50 states. Programs include: sponsorship of low income housing, voter registration campaigns and volunteer training programs.

NATIONAL WELFARE RIGHTS ORGANIZATION ✻
Poverty Rights Action Center
1763 Corcoran Street, N.W.
Washington, D.C. 20044

Fights for adequate income, dignity, justice and autonomy for welfare recipients and other poor people in the urban and rural areas of the South, Appalachia and the Mid-West. Participation: volunteers staff the national office in Washington, work in regional offices or with local welfare rights groups on a summer or year-round basis.

NEW WORLD RESOURCE CENTER
2546 N. Halstead
Chicago, IL 60614

Carries a selection of books, pamphlets, periodicals and other resources that focus on the Third World and leadership struggles. Five groups make up the Center: Chicago Anti-Imperialist Collective, the Chicago Committee for the Liberation of Angola, Mozambique and Guinea, the National Committee for the Restoration of Civil Liberties in the Philippines, the Prisoner's Support Group and the Chicago Area Group on Latin America.

PEACE AND FREEDOM PARTY
1727 W. Washington Blvd.
Free Venice, CA 90291

Radical third party working within the electoral process through alternative institutions and community organizations. California based.

PUERTO RICAN ASSOCIATION FOR NATIONAL AFFAIRS
2129 P Street, N.W.
Washington, D.C. 20037

Advocate for concerns of Puerto Rican people. Represents a 16 state area.

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY
150 Nassau Street
New York, NY 10038

Provides scholarships and training for civil rights workers, financial assistance for litigation involving civil rights, technical assistance and training for minority group members. Also involved in community development projects.

SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE (SCLC)
334 Auburn Avenue, N.E.
Atlanta, GA 30303

(1956) Includes 350 local chapters and 1200 affiliate organizations. Concerned with the civil rights movement, campaign activities, voter registration, advocacy and education.

THE SOUTHERN POVERTY LAW CENTER
Washington Building
Montgomery, AL 36103

Handles civil rights cases involving low income and Black people in the South.

SOUTHERN REGIONAL COUNCIL
52 Failie Street, N.W.
Atlanta, GA 30303

Involved with Southern civil rights, research and information dissemination.

SURVIVAL INTERNATIONAL
Benjamin Franklin House
36 Craven Street
London, W.C.2, England

Dedicated to protecting the remaining primitive cultures in the world by attacking the "developmental genocide" which is threatening them with extinction.

UNITED FARM WORKERS ✻
P. O. Box 62
Keene, CA 93531

Serves the needs of workers. Volunteers needed for boycott staffs across the country and for work at the national headquarters. One year period of full-time commitment. Room and board provided.

VIRGINIA STUDENTS CIVIL RIGHTS COMMITTEE
P. O. Box 79
Kenbridge, VA 23944
Nathaniel Lee Hawthorne

Involved with issues effecting the poor: voter drives, political education classes, welfare advocacy and selective buying campaigns. Volunteers welcome.

WASHINGTON RESEARCH PROJECT
1763 R Street, N.W.
Washington, D.C. 10009

Undertakes research and litigation involving civil rights.

WHITE ROOTS OF PEACE ✻
Mohawk Nation at Akwesasne
Rooseveltown, NY 13683

Communal group. Purpose is to keep the Indian culture strong, teach and share traditional ways. Publish the newspaper, Akwesasne Notes. Summer caravans gather news and visit Indian groups throughout the United States.

WOMEN'S EQUITY ACTION LEAGUE (WEAL) ✻
538 National Press Bldg.
Washington, D.C. 20004

National organization involved with legislation, litigation and educational efforts to improve the status of women. Publish W.E.A.L. Washington Report, a newsletter that reports relevant legislative action.

RESOURCES

THE SOCIAL WELFARE WORKERS MOVEMENT
1913 Pine Street
Philadelphia, PA 19103

COMMUNITY DIRECTORIES

NEW WORLD COALITION
419 Boyleston Street, Room 209
Boston, MA 02116

Publishes informative materials on community-based projects and products.

ORGANIC MERCHANTS
c/o John Fountain
Box 6388
San Francisco, CA 94101

(1969) Association of 120 natural food stores in the United States and Canada. Publishes newsletter and Source List.

YELLOW PAGES

California:
People's Yellow Pages (San Francisco)
Box 31291
San Francisco, CA 94131

South Bay People's Yellow Pages
New Life Vocations
San Jose State University
San Jose, CA 95114

Resource Tie Line
Box 24006
Los Angeles, CA 90024

Davis Mello Pages
VSC, Station A
Memorial Union, UCD
Davis, CA 95616

Colorado:
Colorado Express
Box 18214
Capitol Hill Station
Denver, CO 80218

People's Yellow Pages
1460 Pennsylvania, Apt. 6
Denver, CO 80203

Connecticut:
Contact
266 State Street
New Haven, CT 06510

Iowa:
Compost
301 Jefferson Bldg.
Iowa City, IA 52240

Massachusetts:
People's Yellow Pages: Cambridge Massachusetts
Vocations for Social Change
353 Broadway
Cambridge, MA 02139

Missouri:
People's Yellow Pages
Box 10067, Westport Station
Kansas City, MO 64111

Livings: A Guide to the Other St. Louis
4552 McPherson
St. Louis, MO 63108

North Carolina:
Carologue: Access to North Carolina
Box 6937, College Station
Durham, NC 27708

Access
Box 1005
Chapel Hill, NC 27514

Ohio:
Cleveland People's Yellow Pages
3617 Detroit Avenue
Cleveland, Ohio 44113

Oregon:
Chinook Centrix
4312 Southeast Stark Street
Portland, OR 97215

Pennsylvania:
Whole City Catalogue, Synapse
4307 Locust Street
Philadelphia, PA 19104

Synapse

Texas:
The People's Directory
University 'Y'
2330 Guadalupe
Austin, TX

Washington, D.C.:
Red Pages
1724 20th Street, N.W.
Washington, D.C. 20009

Appalachian Region:
Youth Commission of the Council of Southern Mountains
CPO 2307
Berea, KY 40403

The Montreal Women's Yellow Pages
Women's Information and Referral Center
3595 St. Urban
Montreal, Quebec, Canada

Ozark Access Catalogue
Ozark Access Center
Box 506
Eureka Springs, AR 72632

Women's Yellow Pages
Boston Women's Collective
490 Beacon Street
Boston, MA 02115

COMMUNITY ORGANIZATION/DEVELOPMENT/TRAINING

ACTION TRAINING COALITION
c/o Action Training Network of Ohio
9606 Euclid Avenue
Cleveland, OH 44106

Coalition of 24 training centers throughout the United States. Members are primarily rooted in the Judeo Christian tradition and are dedicated to training for social change. Purpose of the coalition is to establish and maintain high standards for action training, to procure funds and to develop common strategies for social change.

ACTION TRAINING NETWORK OF OHIO
9606 Euclid Avenue
Cleveland, OH 44106
Robert H. Bonthius, President

Provides training to religious and secular groups interested in social change. Offers consulting services, training programs in action/research and action development, and evaluation of programs.

AFRO-AMERICAN PATROLMEN'S LEAGUE
contact through: IFCO
475 Riverside Drive
New York, NY 10027

(1967) Established by Black policeman to improve relationships between the police department and the Black community, to work for police reform and improve relations between Black and white police officers. Sponsors seminars, develops and disseminates literature and holds mass Black community-police meetings.

ALL FOR ONE
44 East San Fernando
San Jose, CA 95113
Martin Jones, Director

Community counseling center for people who are in danger of moving into drug abuse or delinquent behavior. Provides counseling, help with job placement, housing and educational services. Volunteers need background in community psychology, counseling or related fields.

APPALACHIAN REGIONAL COMMISSION
1666 Connecticut Avenue, N.E.
Washington, D.C. 20235

Federal agency that funds housing, education, transportation, employment and health projects in Appalachia.

ARCHDIOCESAN LATIN AMERICAN COMMITTEE
1300 S. Wabash
Chicago, IL 60605

Provides services to Latin Americans in the Chicago area through a food co-op, two credit unions, an association for new immigrants, income tax service, leadership training seminars, a consumer fraud center, Latin culture programs for non-Latin teachers and groups organized around housing, education and media issues.

ARKANSAS COMMUNITY ORGANIZATION FOR REFORM NOW (ACORN)
523 W. 15th Street
Little Rock, AR 72202
Wade Rathke, Chief Organizer

Organizing to build political power and social change in low to moderate income communities in Arkansas. Participation: 20 volunteers, at least 20 years old. Weekly allowance. No special qualifications. Training done by the organization.

BLACK CHURCHMEN'S ECUMENICAL TRAINING FACILITY, INC.
1419 V Street, N.W.
Washington D.C. 20009
Charles W. Green, Director

Offers training seminars in: Black Church leadership, community action, church planning and change skills, theology of Black liberation, personal growth and Black caucus development. Seminars last for varying periods of time.

BOARD OF CHRISTIAN SOCIAL CONCERNS-THE UNITED METHODIST CHURCH
100 Maryland Avenue, N.E.
Washington, D.C. 20002

Offers internships for individuals who want to learn first-hand procedures and methods for effecting social change in government and community life.

BOSTON INDIAN MULTI-SERVICE CENTER
405 Washington Street
Dorchester, MA 02124

Services and educational programs for Native Americans in the Boston area.

CAMPAIGN FOR HUMAN DEVELOPMENT
U.S. Catholic Conference
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Provides leadership and funding in over 500 community development projects and education action programs throughout the United States.

THE CANADIAN URBAN TRAINING PROJECT FOR CHRISTIAN SERVICE
51 Bond Street
Toronto, Ontario, M5B, 1X1, Canada

Community action training for church professionals and community leaders. Offers: one month residential programs, year long internship program in action training/research, short term program where trainees receive a six week orientation and a six to nine month back-home engagement. Summer training programs are designed for graduate students who desire training in community and social action.

THE CENTER FOR COMMUNITY ORGANIZATION AND AREA DEVELOPMENT (CENCOAD)
2118 S. Summit Avenue
Sioux Falls, SD 57105

(1970) Enables citizens and communities in 12 counties in the three state corner region of S. Dakota, Minnesota and Iowa to organize their resources and plan for desired community development.

THE CENTER FOR SOCIAL ACTION
School of Public Administration
University of Southern California
Los Angeles, CA 90007

Provides advice and assistance to groups working for change within minority communities through leadership training workshops and seminars. Publishes a training manual for community organizers.

CENTER FOR URBAN ENCOUNTER
338 University Avenue
Minneapolis, MN 55414

(1966) Trains clergy, corporate personnel and students in urban issues and community organizing. Community leaders act as resources for the metropolitan seminars. Trainees are drawn from a five state area. Special interships and training available.

CENTER FOR URBAN ENCOUNTER
0245 S.W. Bancroft
Portland, OR 97201
Rodney I. Page, Director

Trains laypersons and clergy for community service through urban encounters, research into the causes of urban problems and experimentation in the arts, liturgy and communication.

CHICAGO SUMMER PROGRAM
c/o Phyllis Root
119 W. Locust
Chicago, IL 60610

Six week summer program involves intensive introduction to the city of Chicago. Includes speakers, meetings, tours of the city and an opportunity to become involved in a work activity of the participants choice. Some scholarships available.

CHICANO TRAINING CENTER, INC.
3520 Montrose, Suite 216
Houston, TX 77006
Federico Souflee Jr., Executive Director

(1968) Established by the national organization of Chicano social service workers, Trabajadores de la Raza. Provides a program of specialized short-term training to social service and mental health personnel serving Chicano communities. Seminars, institutes and workshops, consultation and services and distribution of resource materials. Publishes a bimonthly newsletter Mano a Mano.

CHINATOWN EXCHANGE
1042 Grant Avenue, Room 402
San Francisco, CA 94108

Community center for Chinese people that provides orientation programs, interpreting, homestays and general help for immigrants.

CHRISTIAN ACTION MINISTRY
3932 W. Madison Street
Chicago, IL 60624

(1965) Program for community self-determination by churches on the west side of Chicago. Community run employment center, houseing corporation, day care center, adult education classes, consumer aid and health care services.

COLUMBUS ACTION TRAINING ASSOCIATES
79 E. State Street, Room 812
Columbus, OH 43295
John K. Brown, President

Offers expertise in internal tensions within white and Black communities. Skills taught include social planning, action development and research, group process and organizational planning.

THE COMMISSION ON RELIGION IN APPALACHIA
864 Weisgarber Road, N.W.
Knoxville, TN 37919

Coalition of 17 churches in the Appalachian region dedicated to helping the people recover their human dignity and right to self-determination through community developed organizations. Provides funds and technical assistance to self-help projects and sponsors educational programs.

COMMIT
817 W. 34th Street
Los Angeles, CA 90007
Speed Leas, Director

Social action and community development training programs for clergy and laypersons.

COMMITTEE FOR A UNIFIED NEWARK
contact through: IFCO
475 Riverside Drive
New York, NY 10027

(1966) Works to develop community oriented programs for Blacks and oppressed minority residents of Newark. Participates in mass voter education projects, housing programs, a city-wide communication project and educational programs. Operates programs within the public school system and an African Free School.

COMMUNITIES ECONOMICS CLEARINGHOUSE
Box 530
Foxboro, MA 02035

Clearinghouse of economic survival information for small communities. Provides a contact service that matches people and skills with communities in need of resources.

COMMUNITY ACTION TRAINING SERVICE
9606 Euclid Avenue
Cleveland, OH 44106
Robert H. Bonthius, Executive Director

Consultation, research and training for individuals and groups interested in social action.

> "If you're not part of the answer, you're part of the problem"
> L. CLEAVER

COMMUNITY DEVELOPMENT FOUNDATION
National Office
Boston Post Road
Norwalk, CT 06852

(1959) Assists developing countries and rural and urban areas of the United States raise living standards through economic self-help projects. Trains local leaders and community action workers to initiate the self-help process and provides seed money for community development demonstrations. Programs in Washington, D.C., the New York-Connecticut area, Appalachia, American Indian Reservations, the Dominican Republic, Honduras, Vietnam, Korea, Lebanon, Columbia and Greece.

Community Service, Inc.
P. O. Box 243
Yellow Springs, OH 45387

Consultant and resource for groups or individuals seeking advice and information related to social change, educational innovation and urban development. Acts as a publishing house and information center for intentional and small community literature. Publishes a monthly journal, Community Comments.

COMPANY OF YOUNG CANADIANS
323 Chapel Street
Ottawa, Ontario, K1N 7Z2, Canada

Oriented toward social action at the local level. Participates with community groups in a broad spectrum of social action projects. Participation: open to Canadian citizens and landed immigrants between the ages of 18-28. Minimal living allowance provided.

CONSULTANTS FOR COMMUNITY PROGRAMS
P. O. Box 38246
Hollywood, CA 90038

Provides training and technical assistance to groups working with community change. Advises on legal issues, fund raising, publicity and communication skills.

COUNCIL OF SOUTHERN MOUNTAINS
Drawer N
Clintwood, VA 24228

Coalition of commissions working to protect the Appalachian heritage and promote self-determination in the region. Commissions represent a wide variety of concerns in housing, employment, health, welfare and education with mine workers, youth and blacks. Publishes a directory of all organizations.

CUT CANE ASSOCIATES
P. O. Box 98
Mineral Bluff, GA 30559

Consulting group which provides free assistance for poor people's organizations in the southern mountains. Research local power structures, organize fund raising and political campaigns, help with public relations and communications, and run training workshops for organizers.

DALLAS ALLIANCE FOR MINORITY ENTERPRISE
P. O. Box 6228
Dallas, TX 75222

(1970) Technical advice and assistance to minority enterprises. Purpose is to stimulate economic development of minority populations in Dallas and the Southwest.

THE ECUMENICAL INSTITUTE
3444 Congress Parkway
Chicago, IL 60624

P. O. Box 1233
Detroit, MI 48231

(1954) Christian research and training center carrying on extensive study and experimentation in lay theological education, community reformulation, leadership training, reconstruction and renewal of the city. Centers located in Chicago and Detroit.

ECUMENICAL METROPOLITAN MINISTRY
1551 Tenth Avenue, East
Seattle, WA 98102
Bryce Little, Director of Training

Training programs offered in institutional racism, polarization intervention, social action processes, social issue awareness, international action interchange, church cluster development, church and community action groups.

EDUCATION AND TRAINING FOR COOPERATIVES
P. O. Box 3345
Jackson, MS 39207

Information on all phases of co-op organizing.

FEDERATION OF SOUTHERN COOPERATIVES
40 Marietta Street, N.W., Room 1200
Atlanta, GA 30303

Organizes and advises co-ops in the Southern region.

FEMINIST FEDERAL CREDIT UNION
c/o Women's Resource Center
18700 Woodward Avenue
Detroit, MI 48203

(1973) First women's credit union. Membership open to any woman who belongs to an organization that works for the improvement of women's conditions.

FIRST WOMEN'S BANK AND TRUST CO.
c/o Eileen Preiss
1501 Broadway
New York, NY 10036

Bank which reverses traditional management roles. Resources to advise women on starting their own businesses. Offers classes in investment and money management.

FOUNDATION FOR COMMUNITY DEVELOPMENT
604 West Chapel Hill Street
Durham, NC

Assists low-income communities with economic development projects.

GREAT LAKES INTERTRIBAL COUNCIL, INC.
P. O. Box 5
Lac du Flanbeau, WI 54538

Represents 10 reservations. Programs and activities deal with health, education and economic development.

HIGHLANDER RESEARCH AND EDUCATION CENTER
Box 245 A, R.F.D. 3
New Market, TN 37820

(1930's) Workers act as change agents in Appalachian, Native American and Chicano communities. Sponsors workshops for community leaders on human rights and social change.

HINTON RURAL LIFE CENTER
Box 27
Hayesville, NC 28904

A facility for meetings and retreats by church and community groups. Offers service programs to promote new approaches to church renewal in Appalachia. Leadership Development program offers continuing education programs for pastors, laypersons, seminary and college students. Supervised intern program offered for individuals interested in training for ministry. Service and youth projects also sponsored by the Center.

INTERFAITH
881 Peachtree, N.E., Suite 117
Atlanta, GA 30309

Ecumenical action program sponsored by 27 churches. Offers housing, employment, counseling and day care services. Housing development program involves minority groups in the building of their own houses and training in housing management.

THE INTERRELIGIOUS ORGANIZATION FOR COMMUNITY DEVELOPMENT
475 Riverside Drive, Room 560
New York, NY 10027

ifco

Ecumenical agency established to support self-help projects of minority communities. Technical assistance programs include legal aid, publicity, training for staff, fundraising information, project conferences and seed grants. Also supports the Cabral Institute which trains minority organizers.

JAPANESE AMERICAN SERVICE COMMITTEE
4427 North Clark
Chicagol, IL 60640

Provides services to Japanese Americans. Operates a housing project, medical and dental services and homemeal programs for older individuals. Also functions as an employment and counseling service.

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LA ALIANZA HISPANA
645 Dudley Street
Dorchester, MA 02125

Provides aid for Boston's Spanish-speaking people in housing, employment, bi-lingual training, education and health.

LATIN AMERICAN UNION FOR CIVIL RIGHTS
contact through: IFCO
475 Riverside Drive
New York, NY 10027

Multi-service organization working in Milwaukee's Spanish-speaking communities. Sponsors a free health clinic, recreation park and a bilingual/bicultural school.

LOWER EAST SIDE NEIGHBORHOOD ASSOCIATION
159 Rivington Street
New York, NY 10002

(1955) Community organizers who work with housing, health, youth and education issues.

LYNN EUSAN INSTITUTE
P. O. Box 14093
Houston, TX 77021

(1972) Training center for political organizers. Programs in community research, work, prison reform, community organizing with focus on minorities and the working class.

METROPOLITAN ECUMENICAL TRAINING CENTER, INC.
1419 V Street, N.W.
Washington, D.C. 20009
Tilden H. Edwards, Jr., Executive Director

Focus on issues of race, youth and alternative educational institutions. Training programs offered in adult-youth relationships, action research, conflict management and worship planning.

METROPOLITAN URBAN SERVICE TRAINING (MUST)
110 E. 125th Street
New York, NY 10035

(1965) Provides individuals with skills needed for combatting racism. Training programs create social change agents. Acts as a consultant for other organizations and maintains a resource library.

MIDWEST ACADEMY
600 W. Fullerton
Chicago, IL 60614
Heather Booth, Director

Trains women as agents for social change. Classes emphasize strategy, organization, study of historic roles, practical considerations of fund-raising and publicity. Training involves work experience and academic study.

MOVEMENT FOR A NEW SOCIETY
4722 Baltimore Avenue
Philadelphia, PA 19143

Network of groups and individuals committed to radical, nonviolent social change. Concerned with health care, communication media, political and economic environments.

MULTI-RACIAL CORPORATION
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Consulting organization with expertise in community and economic development, race relations, adult and preschool education, and housing development in rural and urban areas.

NATIONAL ASSOCIATION FOR COMMUNITY DEVELOPMENT
1424 16th Street, N.W.
Washington, D.C. 20036

Technical assistance to community development organizations on any problem of housing, local government, taxes, education, employment, welfare, the media and unions. At the national level watches legislation, makes available publications and has listings of job opportunities in community development.

NATIONAL CONFERENCE OF MINORITY POLICE
716 Dayton Avenue
St. Paul, MN 55104

Coalition of Black organizations and individuals. Concentrates on providing educational materials on low income housing, holding conferences on community involvement, advocating reform of the juvenile court system and evaluating police programs.

THE NATIONAL ECONOMIC DEVELOPMENT CONGRESS
c/o Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, D.C.

Coalition of community-based development cooperatives and corporations. Provides technical assistance, information on funding sources and other resources to new community cooperatives.

NATIONAL INDIAN YOUTH COUNCIL
3102 Central, S.E.
Albuquerque, NM 87106

(1961) Represents Indian students. Sponsors short term projects throughout the United States that provide services to Native Americans and publicize their conditions. Publication: ABC, Americans Before Columbus.

NATIONAL PEOPLE'S CAUCUS
c/o West Side Coalition
1109 N. Ashland Avenue
Chicago, IL 60622

Coalition of 250 community-based organizations that work and sponsor projects in urban areas.

NEW COMMUNITIES, INC.
PPDF, c/o Judson Memorial Church
55 Washington Square, S.
New York, NY 10012

Cooperative farm of 1500 acres which supplies produce to affiliated cooperatives in the city. Land is owned and operated by 20 poor Black and white families. Recruits students on summer vacation and work study terms for the Volunteer Harvest each year.

NEW YORK NEW PEOPLES INFORMATION CENTER
Washington Square Methodist Church
133 W. 4th Street
New York, NY 10012

Resource center provides information and contacts for communes and co-ops in the New York region.

NEW YORK STATE OFFICE OF ECONOMIC OPPORTUNITY
509 Madison Avenue
New York, NY 10002

Programs on poverty law for communities, social service workers and lawyers.

NEW WORLDS TRAINING AND EDUCATION CENTER
2325 Porter Street, N.W.
Washington, D.C. 20008
Jerry Glenn, Coordinator

(1973) Experimental center. Purpose is to provide "wholistic leadership training to create agents of positive change with skills for the future." Program combines a lecture/seminar, independent study format with experiential learning in video communications, computer system information packaging techniques and consulting assistance. Open to students who have a bachelors degree or equivalent.

NORTH AMERICAN STUDENT COOPERATIVE ORGANIZATION
2546 Student Activities Bldg.
Ann Arbor, MI 48104

Resource center and information clearinghouse that promotes the development of co-ops in North America. Provides technical assistance, educational publications, outreach programs, conferences, library resources and intern and apprenticeship programs designed for organizers, managers and workers in co-ops.

OBECA/ARRIBA JUNTO
2940 16th Street
San Francisco, CA 94110

Spanish-speaking organization interested in recruiting a residential staff and providing them with community leadership skills. Aids approximately 5000 people a year through high school youth programs, employment programs, a 24 hour information service, housing rehabilitation and development projects.

OKLAHOMANS FOR INDIAN OPPORTUNITY
555 E. Constitutional Avenue
Norman, OK 73069

Sponsors legal seminars and an economic development program to create Indian owned businesses. Helps develop handicraft co-ops and day care centers.

ORGANIZERS TRAINING PROGRAM
c/o War Resisters League
339 Lafayette Street
New York, NY 10012
David McReynolds

One week seminar course, for training non-violent change agents. Preference given to minorities, women and people from small towns. Summers only

THE PARALLEL INSTITUTE
C.P./P. O. Box 6
Station D
Montreal 104, Quebec, Canada

Works to develop a community-controlled economy in a low-income section of Montreal. Program utilizes self-help techniques, producers' co-ops, housing rehabilitation and a tenant-run housing corporation.

PROJECT REACH
P. O. Box 6
Perkinsville, NY 14529

(1967) Services for low income families and individuals in health, housing, education and economic development.

PUERTO RICAN RESEARCH AND RESOURCES CENTER
1519 Connecticut Avenue, N.W.
Washington, D.C. 20036

Funded by the Ford Foundation. Center deals with problems affecting Puerto Rican people. Bibliography resources and a talent bank of professionals available.

THE RACE INSTITUTE/METROPOLITAN ECUMENICAL TRAINING CENTER
1419 V Street, N.E.
Washington, D.C. 20009

Leadership training for groups working in the field of race relations. Develops strategies for confronting institutional racism. Offers knowledge and expertise to other organizations. Funding from 16 Jewish, Protestant and Roman Catholic agencies.

RESEARCH MATERIALS DEVELOPMENT AND TRAINING
Urban Planning Aid
639 Massachusetts Avenue
Cambridge, MA 02139

Develops information materials and visual aids for organizers working in urban areas. Creates slide shows, street theater props, posters, leaflets, pamphlets and research papers for general dissemination.

SACRAMENTO CONCILIO
P. O. Box 896
Sacramento, CA 95814

Coordinates and sponsors projects of 22 Chicano organizations in health, hospital programs, legal centers, media productions, resources for job and school placements.

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY

SOUTHERN CONFERENCE EDUCATIONAL FUND
3210 W. Broadway
Louisville, KY 40211

Resource on community organizing in Appalachia and the southern states. Helps people combat racism and poverty to achieve self-determination.

SOUTHERN MUTUAL HELP ASSOCIATION
P. O. Box 365
Abbeville, LA 70510

Community development and self-determination for sugar cane workers. Offers adult education programs, housing, legal aid, health clinics and outreach programs.

SUBURBAN ACTION INSTITUTE
180 E. Post Rd.
White Plains, NY 10601

Provides information and technical advice on suburban problems, land use, zoning, transportation, utilities and work patterns.

TASK FORCE FOR RESEARCH, URBAN STRATEGY AND TRAINING, INC.
Box 1312
Richmond, VA 23210
Richard Perkins

Member of the Action Training Coalition.

THIRD WORLD AWARENESS WORKSHOPS
Third World Team
1500 Farragut Street, N.W.
Washington, D.C. 20011
Bob Kochtitzky

(1970) Sends teams nationwide to organize consciousness raising workshops on the plight of Third World peoples. Cost of workshops depends on travel and number of resource persons. Team is an ecumenical group initiated with money from the United Methodist Board of Missions.

TIE LINE, INC.
P. O. Box 24006
Los Angeles, CA 90024

Non-profit organization offering services to non-profit and community groups in California. Technical assistance available in graphics, printing, publishing, media-outreach and video workshops. Resource data bank links individuals with special skills to community needs and general information networks. Newsletter, Resource, describes programs and services of community groups.

TRAINING ECUMENICALLY TO ADVANCE MISSION (TEAM)
1211 Chestnut Street, Room 906
Philadelphia, PA 19107
William E. Ramsden

Aids client groups to determine what training will help them achieve their goals and mobilize necessary resources.

UNITED SOUTHEASTERN TRIBES
1970 Main Street
Sarasota, FL 33577

Provides education, teacher training, legal aid, health services, economic [illegible] and assistance to six Native American tribes in the southeastern Unites States.

UPTOWN PEOPLE'S ACTION PROGRAM
4827 N. Kenmore
Chicago, IL 60640

Seeks to build a community organization controlled by poor people to provide an effective means for solving basic problems. Works with housing problems, Latin American Immigrants and senior citizens. Summer training program for community organizers available.

URBAN TRAINING CENTER FOR CARIBBEAN AREA
Diocese of Puerto Rico, Box 9002
Santurce, Puerto Rico 00908

Member of the Action Training Coalition.

URBAN TRAINING CENTER FOR CHRISTIAN MISSION
21 E. Van Buren
Chicago, IL 60605

Development of ministry in the context of community development. Offers three to four week orientation courses in urban ministry and issue analysis; one week project workshops; nine month research and development programs and one to three day institutes.

URBAN TRAINING ORGANIZATION OF ATLANTA
1026 Ponce de Leon Avenue, N.E.
Atlanta, GA 30306
Edgar M. Grider, Director

Organization of eleven religious denominations and three theological seminaries in metropolitan Atlanta. Provides action training resources in theological education to groups or organizations working for social change.

URBEX AFFILIATES, INC.
474 Thurston Rd.
Rochester, NY 14619
Larry C. Coppard, Director

Contract work with groups interested in social action and the production of training materials.

VIRGINIA COMMUNITY DEVELOPMENT ORGANIZATION
P. O. Box 1825
Petersburg, VA 23803

(1968) Community organizing in low income areas of Virginia. Volunteers work as: field organizers, in the Petersburg office, on the development of educational materials and with the Assembly newspaper. One year minimum time commitment. Room, board and travel expenses provided.

THE WILLIAM JAMES ASSOCIATION
People's Bank Building, No. 8
1515 Pacific Avenue
Santa Cruz, CA 95060

Local community action. Projects include: organizing a workcamp for all segments of the community; work with older citizens; developing apprenticeships in law and medical professions; continuing education programs, establishment of new schools and exploration of various forms of collective economic action.

YELLOW SEEDS CENTER
1006 Winter Street
Philadelphia, PA 19107

Offers social services for Asian Americans in employment, housing, education, government aid programs, immigration and language.

RESOURCES

ASSOCIATION FOR CHRISTIAN TRAINING SERVICES
1808 West End Avenue
Nashville, TN 37203
Ted McEachern

CAMBRIDGE INSTITUTE
56 Boyleston Street
Cambridge, MA 02138

THE COUNCIL FOR SOCIAL DEVELOPMENT
416 S. 11th Street
Philadelphia, PA 19147

PEOPLE'S APPALACHIAN RESEARCH COLLECTIVE
Route 3, Box 355B
Morgantown, WV 26505

VERMONT INSTITUTE OF COMMUNITY INVOLVEMENT
Box 2287
South Burlington, VT 05401

CONSUMER SERVICES

CENTER FOR THE STUDY OF RESPONSIVE LAW
P. O. Box 19367
Washington D.C. 20036

Ralph Nader Group that researches and publicizes corporation involvement and responsibility. Seeks to stimulate consumer awareness, interest and new legislation. Placements for 50 student interns each summer.

CITIZENS ADVOCATE CENTER
1145 19th Street, N.W.
Washington, D.C. 20036

Research center acts as a watchdog of federal programs. Investigates complaints, monitors government investigations.

COMMON CAUSE
2030 M Street, N.W.
Washington, D.C. 20036

National citizen's lobby composed of over 200,000 members. Has proved to be an effective agent in the fight to overhaul the system and make it responsive to citizen's demands.

CONSUMERS EDUCATION AND PROTECTIVE ASSOCIATION
6048 Ogontz Avenue
Philadelphia, PA 19141

Involved in election campaigns, works for consumer awareness and attempts to settle individual grievances.

CONSUMER FEDERATION OF AMERICA
1012 14th Street, N.W.
Washington, D.C. 20005

National consumer lobby and watchdog organization composed of 200 organizations. Publications include legislative fact sheets and a monthly report of consumer activities and governmental actions.

COUNCIL OF BETTER BUSINESS BUREAUS, INC.
1150 17th Street, N.W.
Washington, D.C. 20036

(1970) Works with consumer protection and acts as a self-regulatory agency for private business.

FOOD AND DRUG ADMINISTRATION
Dept. of HEW
5600 Fishers Lane
Rockville, MD 20852

Consumer protection agency of the Federal government. Tests the safety and effectiveness of cosmetics, foods and drugs on the market.

HARLEM CONSUMER EDUCATION COUNCIL
1950 Madison Avenue
New York, NY 10030

Consumer education in the urban environment.

HEALTH LAW PROJECT
University of Pennsylvania Law School
133 S. 36th Street, Room 310
Philadelphia, PA 19104

Consumer education, advocacy and research in the field of health law.

NATIONAL CONSUMER LAW CENTER
Boston College Law School
Brighton, MA 02135

Researches and prepares model legislation, conducts surveys to determine consumer abuses and initiates consumer legal action cases.

NATIONAL CONSUMER LAW CENTER
38 Commonwealth Avenue
Chestnut Hill, MA 02167

(1969) Works in the area of consumer affairs and poverty law. Provides technical assistance to Neighborhood Law Offices, researches issues, provides educational materials, develops training programs and pressures law schools to include consumer law curricula. Law students hired to assist in the work. Resource for literature relating to consumer affairs.

PUBLIC INTEREST RESEARCH GROUP (PIRG)
1025 15th Street, N.W.
Washington, D.C. 20005

Group of lawyers that handle cases relating to the public interest. PIRG groups also located on college campuses where students and lawyers work together. Summer internships available.

SOUTHERN CONSUMERS' EDUCATIONAL FOUNDATION
P. O. Box 3005
Lafayette, LA 70501

Offers technical assistance and advice to groups developing self-help programs, co-ops and related projects.

TAX REFORM RESEARCH GROUP
733 15th Street, N.W.
Washington, D.C. 20005

Information and technical assistance in tax reform. Works independently to aid citizen's groups, propose new legislation and change in tax laws.

RESOURCES

OFFICE OF CONSUMER RELATIONS
Dept. of HUD
Washington, D.C. 20410

DISASTER/REFUGEE SERVICES

AESCULAPIAN INTERNATIONAL *
Division of Direct Relief Foundation
P. O. Box 1319
Santa Barbara, CA 93102
Dennis G. Karzag, Director of Programs

(1945) Disaster relief and service organization that sends drugs and medical equipment to needy areas worldwide. Physicians, dentists, medical and dental students placed in hospitals and clinics in the Unites States, Africa, Latin America, the Caribbean, Pacific Islands, South Asia and the Far East. Also places paramedical and health related personnel. One year placements provide compensation for travel, room and board. Less than one year, room and board only.

AMERICAN RED CROSS *
National Headquarters
Washington, D.C. 20006

(1881) American arm of an international League of Red Cross Societies. Sponsors a variety of services including: disaster and emergency relief at the national and international level, assistance to the armed forces, nursing programs, health instruction, blood donor programs, first aid and water safety programs, and volunteer opportunities for youth.

CATHOLIC RELIEF SERVICES *
350 Fiftn Avenue
New York, NY 10001

Overseas aid and development agency of American Catholics. Services include: global relief programs, Thanksgiving clothing collections, medical assistance programs, disaster and emergency aid, and community and farm development. Aid programs are carried out in over 70 countries.

CHRISTIAN AID
P. O. Box No. 1
London, SW1W 9BW, England

Provides emergency relief and development assistance to countries in need; sends selected volunteers to Austria to work in homes for mentally handicapped and socially deprived children. Volunteers must be 18 or over and willing to serve for a minimum of six months. Interview in London required for acceptance.

CHRISTIAN CHILDREN'S FUND, INC.
108 S. Third Street
Richmond, VA 23204

Offers food relief, medical and technical assistance to countries in Africa, Latin America, the Middle East and Southeast Asia.

INTERNATIONAL ORGANIZATION FOR RURAL DEVELOPMENT

INTERNATIONAL RESCUE COMMITTEE, INC.
386 Park Avenue, South
New York, NY 10016

(1933) Emergency relief, resettlement and educational assistance to refugees. Current programs are in the Caribbean, Uganda, Bangladesh, Hong Kong and Vietnam. Accepts student volunteers for work in the New York Office. No financial assistance.

LUTHERAN WORLD RELIEF
315 Park Avenue, South
New York, NY 10010

Provides disaster relief, food, clothing, medical supplies, leadership training and community development aid overseas.

RESOURCES

CARE
660 First Avenue
New York, NY 10016

EDUCATION

ALIANZA DE HABLA ESPANOLA
Sonoma
Hayward, CA 94541

Focus on teaching Chicano children their heritage and culture. Offers English, citizenship classes, counseling and drug education.

CENTRO DE LA COMUNIDAD TIBURCIO VASQUEZ
722 N. Milpas Street
Santa Barbara, CA 93103

Community center sponsors projects for Mexican-Americans. La Escuela Tiburcio Vasquez offers young Chicanos free community-based educational opportunities.

COALITION OF INDIAN-CONTROLLED SCHOOL BOARDS
811 Lincoln, Suite 4
Denver, CO 80203

Coalition of 120 member boards across the United States that is fighting for the establishment of Indian controlled education.

HISPANOS UNIDOS DE PARK SLOPE
contact through: IFCO
475 Riverside Drive
New York, NY 10027

(1969) Comprehensive education program for residents of Spanish-speaking communities in Brooklyn. Program offers basic adult education, pre-vocational training, English as a second language, a free summer day camp and college preparatory courses.

LA CASA VERDE
Pueblo, CO 81001

Chicano community center. Offers adult education classes, tutorial programs for children, bilingual classes and recreation programs.

LA ESCUELITA
Granger, WA 98932

Alternative school for the Chicano community.

LA UNIVERSIDAD URBANA OF HOUSTON
5504 Cochran
Houston, TX 77009

Community oriented bilingual and bicultural programs.

THE MEXICAN AMERICAN EDUCATION COUNCIL
5504 Cochran
Houston, TX 77009

Administers regional educational programs. Provides information on desegregation policies, visits schools, attempts to curb the Chicano drop-out rate and tutors students for college entrance exams. Has established three Huelga schools with an enrollment of 600 students.

NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN

NATIONAL EDUCATIONAL TASK FORCE DE LA RAZA
UCLA
Los Angeles, CA 90024

Sponsors training institutes that involve Chicano students and teachers. Works to sensitize Anglo administrators to Chicano concerns.

THE NATIONAL GYPSIES EDUCATION COUNCIL
c/o 204 Church Road
Hanwell, London W.7, England

Information on educational projects aimed at teaching literacy skills to gypsy children and adults in Great Britain.

PUENTE FUNDS
531 Massachusetts Avenue
Boston, MA 02118

Educational programs and services for Spanish-speaking people from pre-kindergarten through adult education.

THE SOCIO-LINGUISTICS PROGRAM/CENTER FOR APPLIED LINGUISTICS
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Programs and resources to increase teacher awareness and ability to deal with cultural speech patterns. Emphasis on Puerto Rican and Black English.

TLATELOKO SCHOOL
c/o Crusade for Justice
1567 Downing Road
Denver, CO 80218

Alternative Chicano school, kindergarten through college.

WORLD EDUCATION, INC.
667 Madison Avenue
New York, NY 10021

(1951) Sponsors adult literacy programs in 20 countries that relate to family planning and food production. Participation: teachers with a masters degree in family planning or adult education, second language helpful. Length of service open. Positions salaried.

EMPLOYMENT & REHABILITATION

ADVOCATES FOR WOMEN
564 Market Street
San Francisco, CA 94104

Created to help women improve their economic status. Within the organization are an Affirmative Action office, credit center, employment bureau, business development center, resource and information centers.

BUSINESS AND JOB DEVELOPMENT CORPORATION
7800 Susquehanna Street, Suite 1000
Pittsburgh, PA 15208

(1962) Founded by a group of Black businessmen. Offers financial and technical assistance to minority organizations and individuals who want to buy, build or own commercial and industrial establishments.

CAREER PLANNING CENTER
1623 S. La Cienega
Los Angeles, CA 90000

Vocational counseling, job referrals and career planning for women.

CATALYST
14 E. 60th Street
New York, NY 10022

National nonprofit organization that helps to expand career opportunities for college-educated women. Works directly with women, local resource centers, educators and employers and seeks to open new channels of communication among them.

HOME REPAIR CO-OP
c/o Job Co-op
1724 20th Street, N.W.
Washington, D.C. 20036

Apprenticeship training for people who want to learn home repair skills in carpentry, painting, electrical work, plumbing and masonry.

THE INDIVIDUAL DEVELOPMENT CENTER
310 15th East
Seattle, WA 98112

Classes for high school and college women in career planning, and assessing values and skills in preparing for a career. Makes job referrals.

THE NATIONAL CYRENIANS
7 Sole Street
Crundale near Canterbury, Kent, England

Residential houses throughout Great Britain that offer shelter and help to vagrants, alcoholics, ex-mental patients - anyone with difficulties which lead to being homeless. Communities are independent, methods and activities vary widely.

OFFICE OF MINORITY BUSINESS ENTERPRISE
U.S. Dept. of Commerce
Washington, D.C. 20230

Promotes the development of minority business enterprise. Coordinates programs at the federal, state and local levels. Serves as a clearinghouse for information on minority business ventures.

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC. (OIC)
1225 North Broad Street
Philadelphia, PA 19121

(1964) Job training and placement for underemployed and unemployed people. Philadelphia's five centers have trained 17,000 people and found jobs for 12,000. OIC programs exist in 39 cities.

PROJECT REPAIR
2631 Reynard Way
San Diego, CA 92103

(1972) Vocational training for women in carpentry, plumbing, automotive/appliance/electrical repairing and construction. Apprenticeships arranged in some types of training. Tuition based on ability to pay.

THE SIMON COMMUNITY
Grange Road
Ramsgate, Kent, England

Provides residential housing and help for alcoholics, rootless men, women and families throughout England and Ireland. Volunteer workers are paid room, board and a small weekly stipend.

UNITED SIOUX TRIBES OF SOUTH DAKOTA

FAMILY SERVICES

CALIFORNIA FAMILY STUDY CENTER
10442 Burbank Blvd.
North Hollywood, CA 91601

Counseling, training, consulting and research center concerned with marriage and family problems.

CHILD STUDY ASSOCIATION OF AMERICA
9 E. 89th Street
New York, NY 10028

(1888) Seeks to strengthen and improve family and community life. Engages in a variety of programs including: professional training for individuals working with families and communities, publications dealing with the various aspects of family and community life, and workshops and conferences on family life and mental health.

FAMILY SHELTER HOUSE
2308 Willamette Street
Eugene, OR 97405

Gives temporary shelter to families and needy individuals until they can find permanent housing. Helps about 400 families and individuals a month. Used by state welfare departments as a resource for referrals.

FLORENCE CRITTENTON HOME AND SERVICES
850 Broderick Street
San Francisco, CA 94115

National network. Residential and medical care for single, pregnant women. Incorporates counseling, vocational training, information on housing, economics and child care. Services open to women living in the community.

FOCUS HOPE
1123 Oakman Blvd.
Detroit, MI 48238

Largest food prescription program in the United States. Distributes food to mothers upon receipt of a prescription from her doctor. Also offer free lessons in nutrition and cooking.

FOSTER PARENTS PLAN, INC.
352 Park Avenue, South
New York, NY 10010

(1937) International program aimed at caring for needy children and preventing family disintegration. Provides aid to families for food, clothing, medical care and education. Has aided 110,000 foster children from 29 countries.

> "The main thing in life is not
> to be afraid to be human"
>
> PABLO CASALS

HEALTH CARE

AM DOC *
Coronado Bldg., Suite L
17461 W. Irvine Blvd.
Tustin, CA 92680
Kathy Burd, Assignment Director

(1963) Arranges for doctors and paramedical personnel to serve short-term assignments in hospitals and health facilities in developing countries. Sends medical students abroad on a preceptorship basis, supervised by an Am Doc physician. Assignments last four weeks to twelve months. Participants pay own expenses. Longer assignments provide compensation.

AMERICAN HEART ASSOCIATION, INC.
44 E. 23rd Street
New York, NY 10010

With 127 chapters and 55 incorporated affiliates, this is the largest voluntary health agency of its kind in the United States. Programs focus on diseases of the heart and circulatory system, professional training for medical personnel, community service, education and research. Work is done by a professional staff numbering over 900 and a volunteer staff of over one million.

AMIGOS DE LAS AMERICAS *
5618 Star Lane
Houston, TX 77027

(1965) Immunization program providing services to communities in eight Latin American countries. Teams of volunteers work for three week periods administering vaccines and health services. Volunteers must be 16 years or older and able to pay part of their own costs. Extensive training period before departure covers necessary language, medical and cultural skills. Twenty-five chapters have helped 3,000 students serve as volunteers.

BENITO JUAREZ PEOPLE'S HEALTH CENTER
1831 S. Racine Avenue
Chicago, IL 60608

(1970) Free clinic offers health education programs for Chicano residents.

BUREAU OF COMMUNITY HEALTH SERVICES
U.S. Department of H.E.W.
5600 Fishers Lane
Rockville, MD 20852

Operates the Migrant Health Program and Regional Medical program. Also researches models for family planning programs, community health centers and child and maternity clinics.

CHILDREN'S MEDICAL RELIEF INTERNATIONAL, INC.
228 E. 48th Street
New York, NY 10017

Medical aid to South Vietnam.

CHURCH HEALTH ACTION COMMITTEE
Box 793, Peter Stuyvesant Station
New York, NY 10009

(1971) Involved with teaching technical and organizing skills to local groups concerned with the national health crisis. Works at the grass roots level with the eventual goal of developing a national health service. Provides information and literature on health issues.

DELTA COMMUNITY HOSPITAL AND HEALTH CENTER
Mound Bayou, MS 38762

Health services and education for residents of four rural counties in the Delta area of Mississippi. Funded by H.E.W.

DR. MARTIN LUTHER KING, JR. HEALTH CENTER
Training Department
400 E. 169th Street
Bronx, NY 10456

(1969) Training and educational intern opportunities in the health field for community residents.

DIVISION OF EMERGENCY MEDICAL SERVICES & HIGHWAY SAFETY
Illinois Department of Health
1825 W. Harrison Street
Chicago, IL 60612

Statewide emergency system. Sophisticated communications, regional hospital emergency centers, training and education courses are some of the special features.

EAST COAST MIGRANT HEALTH PROJECT

EAST HARLEM HEALTH COUNCIL
217 E. 106th Street
New York, NY 10029

Active advocate for better health services in the community. Supports a walk-in drug program that works with education and vocational training.

EAST HARLEM TENANTS COUNCIL

HEALTH FAIR/VOLUNTEERS IN MISSION *
United Presbyterian Church
475 Riverside Drive
New York, NY 10027

(1966) Sponsors more than 75 summertime, week-long health education and community development projects and Health Fairs in Ohio, Oregon, Arkansas, Oklahoma, New York, Kentucky and North Carolina. All Health Fairs are staffed by volunteer personnel.

HEALTH POLICY ADVISORY CENTER
17 Murray Street
New York, NY 10007

588 Capp Street
San Francisco, CA 94110

(1967) Proponent of radical change in health care system. Resource for technical, educational and organizing skills in the health fields. Researches and publishes information on community clinics, women's services and prison health.

HEALTH RESEARCH GROUP
1025 15th Street, N.W., Suite 601
Washington, D.C. 20005

Sponsored by Ralph Nadar. Works for the public interest in the field of health care. Provides research and watchdog activities, consulting services and technical assistance to workers in the health fields. Summer fellowships for research assistants and year long fellowships, with salary, for qualified medical and postgraduate students.

HEALTH REVOLUTIONARY UNITY MOVEMENT
New York, NY

Organization of Black and Third World health workers.

INDIAN HEALTH SERVICE
U.S. Department of H.E.W.
5600 Fishers Lane
Rockville, MD 20852

Regional community-based health care delivery system. Has responsibility for care of some 475,000 Native Americans and Native Alaskans. Service operates 51 hospitals and 77 fully staffed health centers. Positions open for physicians who have completed their intererns hips, psychiatrists, anaesthesiologists, radiologists, obstetricians, gynecologists and opthalmologists.

INSTITUTE OF NUTRITION OF CENTRAL AMERICA AND PANAMA
Apartado Postal 1188
Ciudad de Guatemala
Guatemala

Two month summer course in public health nutrition. Conducted in English. Participation requires two years of experience in the nutrition field or one year of specialized academic study.

KAISER FOUNDATION INTERNATIONAL
P. O. Box 807
Oakland, CA 94604

Supports public health programs in African coastal countries.

LA CLINICA DE TIERRA AMARILLA
Tierra Amarilla, NM 87575

Health clinic that serves Chicano area residents. A community program, La Cooperativa, also provides legal services, child care programs, an auto shop and a silkscreen workshop.

LUDHIANA CHRISTIAN MEDICAL BOARD U.S.A., INC.
475 Riverside Drive
New York, NY 10027

Supports public health and family planning programs in India.

MARTIN LUTHER KING, JR. MEMORIAL CLINIC
c/o Cheryl Buswell Robinson
Rt. 1, Box 125a
Browns, AL 36724

(1973) Clinic offers outreach programs and preventive medical education for rural Blacks.

MATERNITY INFANT CARE - FAMILY PLANNING PROJECTS
377 Broadway
New York, NY 10013

Sponsored by New York Department of Health, program has twenty positions open for Spanish-speaking nurse mid-wives in hospitals and community based clinics.

MEDICAL ASSISTANCE PROGRAMS, INC. (MAP)
Box 50
Wheaton, IL 60187

Medical assistance program representing 135 mission boards in 82 developing countries. Provides medical personnel, supplies and equipment. Publishes MAProgress.

MEDICAL MISSION SISTERS
8400 Pine Road
Philadelphia, PA 19111

Primarily involved with medical relief and health education programs in Africa and Asia.

MEDICO
660 First Avenue
New York, NY 10016
Leonard Coppold, Director Medical Contract Personnel

Provides dentists, nurses, physicians, medical technologists, physical therapists and x-ray technicians for "treat and teach" programs in Africa, Asia and Latin America. Participation: Personnel who have been trained and certified by the United States or Canada. Modest salaries, two year service. Visiting specialists may volunteer services.

"Only those who have already experienced a revolution within themselves, can reach out effectively to help others."
MALCOLM X

THE MENNINGER FOUNDATION

MITRANIKETAN HEALTH PROJECT (INDIA)

MOUNTAIN COMPREHENSIVE HEALTH CORPORATION
Central Office, Begley Bldg.
E. Main Street
Hazard, KY 41701

Health program for residents in four counties of southeastern Kentucky. Supports five health clinics, mobile dental unit, transportation service and outreach programs.

MUD CREEK HEALTH PROJECT
c/o Eula Hall
Craynor, KY 41614

(1972) Health clinic that serves low income people in eastern Kentucky. Openings for health personnel.

NATIONAL ASSOCIATION FOR SICKLE CELL DISEASE, INC.
945 S. Western Avenue, Suite 206
Los Angeles, CA 90006

National educational and advocacy organization concerned with sickle cell anemia. Thirty one organizations hold workshops, provide technical assistance to local groups, offer training in genetic counseling and disseminate information helpful to people working in the field.

NATIONAL FARMWORKERS HEALTH GROUP *
Box 131
Keene, CA 93531

(1970) Provides educational and medical outreach services. Supports four medical clinics for farmworkers.

NATIONAL FREE CLINIC COUNCIL
1304 Haight Street
San Francisco, CA 94122

Resource and information exchange for free clinics. Variety of published materials available.

THE NATIONAL FOUNDATION - MARCH OF DIMES
1275 Mamaroneck Avenue
White Plains, NY 10605

(1938) Programs concerned with all birth defects. Supports nationwide programs for research, education and medical care.

THE NATIONAL HEALTH SERVICE CORPS
5600 Fishers Lane
Rockeville, MD 20852

Federal health program in areas of critical shortages of health personnel. Makes available balanced health teams, including Corps personnel and where possible, local practitioners, to provide primary health care services. Participation: open to physicians, dentists, nurses and supporting health personnel. Government pays off educational loans in return for two or three year service.

NATIONAL INSTITUTE OF HEALTH
9000 Rockville Pike
Bethesda, MD 20014

Sponsors biomedical research on the cures, causes and prevention of disease.

NATIONAL LEAGUE FOR NURSING
10 Columbus Circle
New York, NY 10019

(1952) Improves health care by encouraging community planning for nursing and health services. Resource for information on nursing schools, community nursing services, personnel openings and relevant governmental programs. Forty-four chapters and two branch offices work to implement programs at the community level.

NATIVE AMERICAN HEALTH CLINIC
56 Julian Street
San Francisco, CA 94103

Health education and free clinic services for Native Americans in the San Francisco region.

THE NORMAL VOLUNTEER PROGRAM
H.E.W. - Public Health Service
The Clinical Center
National Institutes of Health
Bethesda, MD 20014
Delbert L. Nye, Chief of Normal Volunteer Program

Hospital devoted to medical research. To provide "the baseline of health needed for certain studies" the Center has Normal volunteers who live in the hospital and participate in various research studies. During spare time, volunteers receive vocational training. Room, board and salary provided.

OCCUPATIONAL HEALTH PROJECT OF THE MEDICAL COMMITTEE FOR HUMAN RIGHTS
688 Capp Street
San Francisco, CA 94110

Resource contacts, information on programs and ongoing projects in the health fields.

PAN AMERICAN SANITARY BUREAU
Regional Office of the World Health Organization
525 23rd Street, N.W.
Washington, D.C. 20037

(1902) Coordinator of public health work throughout the Americas. Provides technical assistance and information to improve health services, control/eliminate contagious diseases, set up training, education and research programs. Regional offices in Mexico, Guatemala, Peru, Brazil, Venezuela and Argentina. Placements for medical personnel for short or long term field assignments.

PEOPLE'S FREE HEALTH SERVICE
418 H Street, N.W.
Washington, D.C. 20002

Free clinic and educational health outreach program in Black communities for treatment of hypertension and sickle cell anemia.

PEOPLE-TO-PEOPLE HEALTH FOUNDATION, INC.
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Supports health programs in developing countries.

PHYSICIANS ASSOCIATE PROGRAM
Dr. Kenneth Henry
Harlem Hospital, Room 6207
506 Lenox Avenue
New York, NY 10037

Provides training in medical education and liberal arts for community residents of Harlem. Participants must have previous experience in health care. Enrollment of 37.

PROJECT CONCERN, INC.
440 West B Street at Columbia
San Diego, CA 92101

(1962) Self-help health programs, clinics and hospitals in Tennessee, Texas, New Mexico, Hong Kong, Vietnam and Mexico. Participation: Volunteer medical personnel receive salary, room and board. One year period of service.

PROJECT HOPE
Director of Personnel
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

(1958) Teaches United States techniques to medical, dental, nursing and allied health personnel in developing areas of the world. Domestic programs in the United States work in conjunction with local medical facilities. Participation: Personnel must have certification in their specialties and a minimum of two years experience. Teaching experience desirable, language proficiency helpful. Programs in Peru, Columbia, Ecuador, Tunisia, the West Indies and Brazil.

PUBLIC HEALTH SERVICE
5600 Fishers Lane
Rockville, MD 20852

Composed of five agencies under the Department of H.E.W.: Alcohol, Drug Abuse and Mental Health Administration; Health Resources Administration; Health Services Administration; Food and Drug Administration and National Institutes of Health. Works in cooperation with states and countries on the development of health projects, research and services.

SOUTHWEST FREE CLINIC COUNCIL
c/o Ted Ochs
1130 N. Rampart Street
New Orleans, LA 70116

Association of free clinics in the Southwestern states. Exchanges experience and personnel. Publishes regional directory of clinics.

WORLD HEALTH ORGANIZATION
525 23rd Street, N.W.
Washington, D.C. 20037

Specialized agency of the United Nations. Functions include: coordination of international health programs and technical health services; provision of advice and technical assistance to individual governments in the improvement of health services. Also coordinates research, collects and disseminates information and health statistics, places medical officers, nurses, sanitary engineers, entomologists, bacteriologists, serologists and health educators. Participation: applicants must have the necessary training and five years experience. Short and long term positions available.

RESOURCES

PAN AMERICAN HEALTH ORGANIZATION
Regional Library for South America
Paulista School of Medicine
Federal University of Sao Paulo
Brazil

PAN AMERICAN MEDICAL ASSOCIATION, INC.
745 Fifth Avenue
New York, NY 10022

STUDENT HEALTH ORGANIZATION
1613 E. 53rd Street
Chicago, IL 60615

HOTLINE & CRISIS CENTERS

THE EXCHANGE *

311 Cedar Avenue, South
Minneapolis, MN 55404

Publishes: National Directory of Hotlines and Youth Related Services, with over 1,200 organizational listings; monthly newsletter with information on legislation, conferences and jobs; Crisis Information Centers: A Resource Guide, with 300 annotated listings.

HOTLINE

P. O. Box 54700
Los Angeles, CA 90054

Information on materials, contacts, organizing and training for hotlines/switchboards.

NUMBER 9

266 State Street
New Haven, CT 06511

Apprenticeship training for people who want to work with community switchboards or crisis hotlines.

SWITCHBOARD

c/o Roy Harper
P. O. Box 255
Holmdel, NJ 07733

Publishes a national directory of switchboards and crisis intervention centers.

ADDITIONAL ORGANIZATIONS CAN BE FOUND IN THE FOLLOWING BOOKS:

People's Yellow Pages of America

Source Catalogue, Communications

Yellow Pages for individual cities.

These are located under "Resources" at the end of this section.

HOUSING & URBAN DEVELOPMENT

ARCHITECTS WORKSHOP

2012 Walnut Street
Philadelphia, PA 19103

(1968) Working center for park and neighborhood planning, community rehabilitation and housing projects. Workshop has space for 200 volunteer architects and fifty paid staff. VISTA volunteers are recruited to help with branch mini-workshops.

CALIFORNIA ASSOCIATION OF HOUSING CO-OPS

681 Market Street
San Francisco, CA 94105

Tenant action programs and training in management skills. Offers educational information for housing cooperatives.

CAMBRIDGE TENANTS ORGANIZING COMMITTEE

595 Massachusetts Avenue
Cambridge, MA 02139

(1970) Tenants organization that fights rent increases and evictions. Interested in developing a citywide federation of tenants.

CITY-WIDE SAVE OUR HOMES COMMITTEE

P. O. Box 651, Madison Square Station
New York, NY 10010

Umbrella organization of tenants groups. Organized to protect neighborhoods and block expansion.

COALITION AGAINST SLUM HOUSING

c/o Northwest Tenant Organization
18 W. Chilton Avenue
Philadelphia, PA 19154

Coalition of national service organizations and local tenant groups working to bring the enforcement and administration of housing codes under community control.

COMMUNITY DESIGN CENTERS

(see: American Institute of Architects 1971 Directory, for locations of CDC's)

Staffed by volunteers and paid professionals. Centers provide communities with technical assistance in the field of architectural design, community planning and development. Over 70 communities have utilized services to date.

COMMUNITY RELATIONS CONFERENCE OF SOUTHERN CALIFORNIA

4034 Buckingham Road, Suite 212
Los Angeles, CA 90008

Makes housing available to low and moderate income groups in residential areas of Los Angeles. Made up of 95 racial, religious, civic, labor and ethnic groups. Provides advisory and referral services.

COOPERATIVE LEAGUE OF THE U.S.A.

1828 L Street, N.W.
Washington, D.C. 20036

National association of cooperative housing groups. Provides training and information sessions for members, works to promote co-op development worldwide and offers publication and communication services between co-ops.

DORCHESTER TENANTS ACTION COUNCIL
1353 Dorchester Avenue
Dorchester, MA 02122

Works to improve housing conditions through legal action, rent strikes, etc. Involved in efforts to provide housing for low income groups.

FOUNDATION FOR COOPERATIVE HOUSING
1012 14th Street, N.W.
Washington, D.C. 20005

(1950) Sponsors and develops cooperative housing projects worldwide through technical aid and assistance.

HARLEM TENANTS UNION
8 Lennox Avenue
New York, NY 10026

Develops effective techniques to gain control of buildings through rent strikes and receiverships. Rehabilitation and renovation contracted to businesses within the community.

HOUSING ASSISTANCE COUNCIL
1601 Connecticut Avenue, N.W.
Washington, D.C. 20009

(1971) Financial and technical assistance to organizations working with rural and low income housing. Established by the Rural Housing Alliance.

HOUSING ASSOCIATION OF THE DELAWARE VALLEY
1601 Walnut Street
Philadelphia, PA 19103

(1910) Research oriented organization. Works to improve housing conditions through community organizing, lobbying and the publication of reports which expose inequities in the system. Makes recommendations for governmental or legislative changes.

HOUSING, INC.
Rout 1
Berea, KY 40403

Operates a revolving fund to develop self-help co-ops.

HOUSING NOW, INC.
703 Main Street
Hartford, CT 06103

Locates and provides housing for low income families.

HOUSING OPPORTUNITY CENTERS/LOUISVILLE
1111 W. Broadway
Louisville, KY 40204

(1969) Provides low and moderate income housing. Program of individual and group counseling on homeownership, assistance for major housing developments and technical aid to other non-profit groups. Assisted 1,200 families to buy homes and 450 minority families to move into all-white neighborhoods.

JOINT APPRENTICESHIP PROGRAM
162 Fifth Avenue
New York, NY 10016

(1964) Funded by government and private foundation grants. Works to open construction trade unions to minorities.

LEADERSHIP COUNCIL FOR METROPOLITAN OPEN COMMUNITIES
155 N. Wacker Dr.
Chicago, IL 60606

Coalition of concerned business, civil rights, labor and religious leaders. Activities directed toward fighting discriminatory housing practices.

LEAGUE OF LATIN AMERICAN CITIZENS
P. O. Box 996
Larado, TX 78040

(1929) Organization dedicated to improving the living conditions of Spanish speaking people. Regional offices in 16 states.

LIFE OF THE LAND

METROPOLITAN COUNCIL ON HOUSING SQUATTERS COMMITTEE
24 W. 30th Street
New York, NY 10001

Initiates and organizes squatter actions to acquire housing for low income individuals. Provides written materials concerning their experiences.

NATIONAL ASSOCIATION OF HOUSING AND REDEVELOPMENT OFFICIALS
2[illegible]00 Virginia Avenue, N.W.
Washington, D.C. 20037

Professional organization for individuals and agencies working with public housing, rehabilitation, conservation of existing neighborhoods, slum clearance and redevelopment. Concerned with providing decent living conditions for all Americans. Publishes and distributes literature, conducts training courses, works with public policy issues and acts as a clearinghouse for information concerning conditions, programs and policies at national, state and local levels.

NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING
1865 Broadway
New York, NY 10023

Nationwide organization focuses on the field of civil rights and housing. Provides legal resources and technical assistance, and acts as a center for 1,700 fair housing groups. Trends in Housing is the monthly newsletter.

INTERNATIONAL HOTEL TENANTS ASSOCIATION
848 Kearney
San Francisco, CA 94108

Provides housing for elderly Chinese and Filipino residents. Also center for community organizing efforts to preserve local neighborhoods.

NATIONAL HOUSING TRAINING AND INFORMATION CENTER
4207 W. Division
Chicago, IL 60651
Shel Trapp, Training Director

Concentrates efforts on the field of housing and related issues. Serves as a training site for community workers and helps trainees find jobs throughout the United States. Volunteers should be 23-30 years of age.

NATIONAL NEIGHBORS
5 Longford Street
Philadelphia, PA 19136

(1969) Communication link in the field of interracial housing. Provides technical assistance to groups at the local level. Bi-monthly newsletter provides information on current books, films and articles.

NATIONAL SPANISH SPEAKING HOUSING DEVELOPMENT CORPORATION
1824 Jefferson Place, N.W., Suite 301
Washington, D.C. 20036

National organization that stays in close contact with housing needs of Spanish-speaking people at the local level. Provides technical assistance to contractors and housing corporations. At the national level, directed toward making HUD more responsive to the needs of people. Regional offices in San Antonio, New York and Los Angeles.

NATIONAL TENANTS ORGANIZATION
425 13th Street, N.W.
Washington, D.C. 20004

Organization of 250 public and private tenant housing groups. Provides technical assistance and information to local tenants groups and serves as a communication exchange. Publishes a monthly newsletter and numerous papers on housing issues.

NATIONAL URBAN LEAGUE
55 E. 52nd Street
New York, NY 10022

Works to improve minority living conditions through technical assistance for construction, maintenance and financing of low cost housing. Programs in twelve cities coordinate finding homes, rehabilitation projects, counseling services, on-the-job training for minority workers and placement for 50,000 individuals.

NON-PROFIT HOUSING CENTER
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Provides assistance and aid to groups that want to finance and build low-cost housing.

OPERATION EQUALITY/SEATTLE
1411 21st Avenue
Seattle, WA 98122

Programs aimed at providing housing for low income residents of the Seattle area. Coordinates rehabilitation projects, raises funds to help clients with moving costs and offers counseling on housing problems. Lawyers working for OE now researching zoning and housing ordinances.

OPERATION EQUALITY/ST. LOUIS
c/o St. Louis Urban League
4710 Delmar Blvd.
St. Louis, MO 63115

Seeks to provide adequate housing to all individuals in the St. Louis area. Offers counseling, community action programs and referral services.

PEOPLES ARCHITECTURE
2226 Sacramento
Berkeley, CA 94702

Helps communities with the techniques and politics involved in city planning and design. Concerned with the survival of neighborhood life and develops ideas for its defense and organization.

PLANNED TOTAL ENVIRONMENT, INC.

QUAKER PROJECT ON COMMUNITY CONFLICT
13 E. 17th Street
New York, NY 10003

Concerned with better housing in urban areas.

RURAL CALIFORNIA HOUSING CORPORATION
8296 Alpine Avenue
Sacramento, CA 95819

Helps low income rural families build and finance homes.

SELF-HELP ENTERPRISES
220 S. Bridge Street
Visalia, CA 93277

(1963) Operates home building programs for low income families in a seven county area of California. Concerned with families and buildings; provides counseling on finances, homeownership and jobs in their housing industries.

SPONSORS OF OPEN HOUSING REINVESTMENT
1914 Connecticut Avenue, N.W.
Washington, D.C. 20009

Information exchange and resource center. Puts real estate agencies, investors and banks in touch with organizations building and maintaining low income housing.

STANTON STREET TENANTS ASSOCIATION
166 Stanton Street
New York, NY 10002

Deals with tenant complaints, organizing rent strikes and housing co-ops in Puerto Rican neighborhoods.

STUDENT/COMMUNITY HOUSING
18 Queens Crescent
London N.W.5, England

Renovates buildings due for demolition to provide housing for homeless individuals.

TWO BRIDGES NEIGHBORHOOD COUNCIL
179 Cherry Street
New York, NY 10002

Works with housing in the Puerto Rican/Asian community in Manhattan. Handles public housing complaints and tenant rights, provides emergency housing, acts as a housing information and referral center.

UNITED SIOUX TRIBES OF SOUTH DAKOTA
P. O. Box 1193
Pierre, SD 57501

Primarily concerned with employment and housing of Native Americans.

URBAN HOMEOWNERSHIP CORPORATION
2 W. 45th Street
New York, NY 10036

(1969) Makes homeownership possible for low income people. Does rehabilitation work, major renovation or minor repairs in vacant and occupied buildings.

VOLUNTEERS OF AMERICA/HOUSING PROGRAM
1156 15th Street, N.W.
Washington, D.C.

Provides housing for elderly, handicapped and low income families in 35 residential complexes throughout the United States. Also serves unwed mothers, prisoners, the aged, convalescents and ex-convicts.

WEST SIDE COALITION
1[illegible]09 N. Ashland Avenue
Chicago, IL 60622

Coalition of 450 organizations actively involved in the fight against racism in housing.

RESOURCES

COMMUNITY DESIGN CENTER
519 S.W. 3rd
Portland, OR 97200

TENANT'S RIGHTS INFORMATION AND EDUCATION CENTER
1716 New Hampshire Avenue, N.W.
Washington, D.C.

URBAN PLANNING AID
407 Highland Avenue
Somerville, MA

HUMAN SEXUALTTY

AMERICAN SOCIAL HEALTH ASSOCIATION
1740 Broadway
New York, NY 10019

Purpose: "prevent and control venereal disease, prostitution and drug addiction and to promote family life education programs designed to strengthen and improve community and family life." Conducts research and develops educational programs and materials in related areas.

COUNCIL ON RELIGION AND THE HOMOSEXUAL
330 Ellis Street
San Francisco, CA 94102

Encourages members of the religious community and people in the fields of counseling and health to broaden their awareness of sexuality. Publications on homosexuality available.

MERRILL PALMER INSTITUTE

NATIONAL ABORTION RIGHTS ACTION LEAGUE
250 W. 57th Street
New York, NY 10019

(1969) Association of over 90 state and national groups seeking to make abortions available on demand. Serves as a clearinghouse for information, publications, litigation and lobbying.

SAN FRANCISCO SEX INFORMATION
340 Jones, Box 1727
San Francisco, CA 94102

(1972) Develops educational programs concerning human sexuality. Services include speakers, courses, workshops, research and telephone services to provide information and crisis referral. Volunteer phone counselors are given training in intensive two month seminar.

SEX INFORMATION AND EDUCATION COUNCIL OF THE UNITED STATES (SIECUS)
1855 Broadway
New York, NY 10023

Composed of professionals in the fields of health, education, law psychology, sociology and religion. Promotes and works for "a mature and rational society in which sexuality will take its rightful place as a natural and positive force in human life." Sponsor national conferences, support research, programs and publish a monthly report.

LAW/COURTS/LEGAL AID

AMERICAN INDIAN LAW CENTER
University of New Mexico College of Law
1915 Roma, N.E.
Albuquerque, NM 87166

Currently working to double the number of Indian lawyers in the United States and to train prosecutors and judges for work in tribes and pueblos. Maintains a National Indian Law Library with information on history, legislation and the law. Publish a monthly newsletter.

ASIAN LEGAL SERVICES
850 Kearny Street
San Francisco, CA 94100

Legal aid and services for people in the Asian community. Litigation, preventive education and assistance handled by a team of bilingual volunteer community people, undergraduates, law students and lawyers.

BOSTON UNIVERSITY SCHOOL OF LAW
765 Commonwealth Avenue
Boston, MA 02215

A major source of assistance on problems relating to poverty and law. Involved with seminars and community education programs that offer information on existing legal situations, legal recourses and procedures open to the poor.

CALIFORNIA INDIAN LEGAL SERVICES
2527 Dwight Way, No. 9
Berkeley, CA 94704

Concerned with protecting Indian rights through litigation, close working contacts with legislators and dissemination of information to Indian communities.

CALIFORNIA RURAL LEGAL ASSISTANCE
1212 Market Street
San Francisco, CA 94102

Seeks to improve conditions of Chicanos and the rural disadvantaged by filing class suits, offering free legal aid and arranging for low-cost housing.

THE CENTER FOR LAW AND EDUCATION
38 Kirkland Avenue
Cambridge, MA 02138

Provides legal assistance to students on issues concerning student rights. Source of information on the law as it relates to schools and communes.

CENTRO LEGAL DE LA RAZA
3817 E. 14th Street
Oakland, CA 94601

Chicano law students organization. Provides legal assistance to the Oakland Chicano community.

COMMUNITY LAW PROGRAM
c/o Ed Englander or Bill Bennett
Student Bar Association
Suffolk Law School
Boston, MA 02114

Law students program. Offers classes to the public to provide individuals with a working knowledge of different aspects of the law as it relates to housing, consumer protection and other concerns.

ENVIRONMENTAL DEFENSE FUND
162 Old Town Road
East Setauket, NY 11733

Undertakes litigation in the fields of noise, pesticide and water pollution.

FOOD RESEARCH AND ACTION CENTER
25 W. 43rd Street
New York, NY 10036

Institutes court actions and serves as an information resource for issues involving federal food programs.

HUMAN RIGHTS FOR WOMEN, INC.
1128 National Press Bldg.
Washington, D.C. 20004

Provides legal assistance. Researches issues involving the social and economic condition effecting women.

INDIAN LEGAL INFORMATION DEVELOPMENT SERVICE
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Watchdog of federal legislation and hearings effecting Native Americans. Findings publicized in monthly newsletters. Provides paralegal training for Indians on reservations.

INDIAN RIGHTS ASSOCIATION
1505 Race Street
Philadelphia, PA 19102

(1882) Researches and publicizes new legislation affecting Indians. Prints educational pamphlets, and publishes newspaper, Indian Truth.

INTERNATIONAL LEGAL CENTER
866 United Nations Plaza
New York, NY 10017

(1966) Cooperates with developing countries in attempting to strengthen legal institutions and train professionals. Fellowships offered to United States law school graduates willing to spend two years of service in Asia, Africa or Latin America.

LA CASA LEGAL
1660 E. Santa Clara Street
San Jose, CA 95116

Legal help for Spanish speaking people. Staffed by paid Chicano law students who earn academic credit.

LAW STUDENTS CIVIL RIGHTS RESEARCH COUNCIL
156 Fifth Avenue
New York, NY 10010

(1963) Secures legal justice for minority and low income peoples. Working to make law school curricula more relevant. Arranges summer intern programs for law students in the community.

MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATIONAL FUND, INC.
145 Ninth Street
San Francisco, CA 94103

(1968) Promotes legal action and legal education on behalf of Mexican Americans. Initiates research and litigation projects, provides grants to law students and maintains a Brief Bank and Information Center.

MICHIGAN LEGAL SERVICES ASSISTANCE PROGRAM
Wayne State University Law School
468 Ferry Street
Detroit, MI 48202

Provides information and aid to 13 Michigan Legal Services programs, offers seminars and assistance to migrant groups.

MINNESOTA CIVIL LIBERTIES UNION - WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM, COURT OBSERVATION PROJECT
131 Orlin Avenue, S.E.
Minneapolis, MN 55414

Watchdog volunteer organization that works within the courts to insure that individuals on trial are not deprived of rights under the law.

MOBILIZATION FOR YOUTH LEGAL SERVICES
c/o Nancy LeBlanc
320 E. Third Street
New York, NY 10009

Organization concerned with housing laws, tenants rights and development of tenant cooperatives. Government funds activities and services of 100 staff people.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE LEGAL DEFENSE AND EDUCATIONAL FUND, INC.
10 Columbus Circle
New York, NY 10019

Equal·Justice

(1939) Protects the rights of Blacks, Chicanos, Puerto Ricans, Native Americans and poor whites. Information services, legal aid, research and advocacy of worthwhile legislation.

THE NATIONAL CLEARINGHOUSE FOR LEGAL SERVICES
Northwestern University School of Law
Abbott Hall, 710 N. Lake Shore Drive
Chicago, IL 60611

Library and resource center with materials on poverty law. Publications describe current legal activities and services.

NATIONAL CLIENTS COUNCIL
1145 19th Street, N.W., Suite 408
Washington, D. C. 20036

Provides staff and assistance to insure equal justice for low income groups. Acts as a resource for local Legal Services programs.

NATIONAL HEALTH LAW PROGRAM
10995 Le Conte Avenue, Room 640
Los Angeles, CA 90024

Supported with funds from HEW. Legal assistance program undertakes litigation, publishes educational bibliographies and manuals in the areas of patients rights and worker health standards.

NATIONAL LAWYERS GUILD
5 Beekman Street
New York, NY 10038

Law students and lawyers that maintain regional and chapter offices throughout the United States to provide legal services and advice for low income people.

NATIONAL LEGAL PROGRAM ON HEALTH PROBLEMS OF THE POOR
University of California, Los Angeles School of Law, Institute of Government and Public Affairs
Los Angeles, CA 90024

Researches inequities in the present health care system. Research is used as the basis for courses held at the School of Law, in health-law problems of the poor.

NATIVE AMERICAN RIGHTS FUND
1506 Broadway
Boulder, CO 80302

Handles legal cases involving Indian Rights. Provides legal services, trains lawyers in Indian law and plans to maintain an Indian Law Library.

NEW HAVEN LEGAL ASSISTANCE ASSOCIATION RESEARCH UNIT
169 Church Street
New Haven, CT 06510

Research directed toward determining whether low income groups are aware of legal services available, what their attitudes are and whether or not services are effective.

NEW JERSEY DEPARTMENT OF COMMUNITY AFFAIRS
363 W. State Street
Trenton, NJ 08618

Provides financial and technical assistance to Legal Services programs. Activities benefit the poor through: research and dissemination of information on poverty law, financial aid for legal programs benefiting low-income groups, legal assistance on important cases and legislation that would help the poor.

OPERATION EQUALITY/CLEVELAND
4102 Lee Road
Cleveland, OH 44128

Undertakes legal action against real estate agencies to end housing discrimination; maintains comprehensive files on cases; offers counseling and information on FHA; and assistance to people working with low income housing.

THE PEOPLE'S LAW INSTITUTE
1856 19th Street, N.W.
Washington, D.C. 20009

Free legal education to residents of the Washington, D.C. community. Courses cover practical aspects of the law, housing welfare, consumer rights, women's and students' rights, criminal and prison law. No tuition or credit.

THE PEOPLE'S LAW SCHOOL
National Lawyers Guild
197 Steiner Street
San Francisco, CA 94117

Free legal education for the Bay area. Curriculum in consumer law, landlord-tenant law, women and law, street law, criminal procedure and legal research. Publishes guide to the organization of free law schools.

THE SACRAMENTO INDIAN CENTER
1730 24th Street
Sacramento, CA 95816

Council seeks control of congressional appropriations and all surplus lands for Native American peoples.

SOUTHERN LEGAL ACTION MOVEMENT
P. O. Box 50435
New Orleans, LA 70150

Library on poverty law. Publishes a monthly newspaper.

WESTERN CENTER ON LAW AND POVERTY
401 W. 117th Street
New York, NY 10027

Involved in lobbying, providing technical assistance, aid and research in the field of poverty law. Intern training and consulting services available.

WOMENS LEGAL CENTER
558 Capp Street
San Francisco, CA 94110

Teaches women legal skills. Publishes information, booklets and articles on women and the law. Offers special clinics and a referral service on legal problems.

WOMEN'S LEGAL DEFENSE FUND
2414 37th Street, N.W.
Washington, D.C. 20007

A coalition of women, lawyers and professionals. Undertakes legal cases of national significance.

WORKERS DEFENSE LEAGUE
112 E. 19th Street, Room 405
New York, NY 10003

Provides free legal aid and assistance to members of minority groups. Involved with legal assistance to immigrants, GI's and workers.

RESOURCES

AMERICAN BAR ASSOCIATION
1155 E. 60th Street
Chicago, IL 60637

APPALACHIAN RESEARCH AND DEFENSE FUND
1116 Kanawha Boulevard
E. Charlston, WV 25301

THE INSTITUTE FOR PARALEGAL TRAINING
235 S. 17th Street
Philadelphia, PA 19103

MIGRANT PROGRAMS

BUREAU OF COMMUNITY HEALTH SERVICE, H.E.W.

EAST COAST MIGRANT HEALTH PROJECT
1325 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Teams of traveling health personnel that move with migrant camps from Georgia to Delaware. Volunteers receive subsistance pay.

EAST COAST MIGRANT PROJECT
4482 Clinton Blvd.
Lake Worth, FL 33460

Sponsors housing projects in the Lake Worth area. Builds homes for Chicanos, Native Americans and migrant workers, offers assistance with problems involving mortgages and zoning restrictions.

ILLINOIS MIGRANT COUNCIL
1307 S. Wabash
Chicago, IL 60605

Funded by HEW, the Department of Labor and private groups, to improve the conditions of migrant laborers in the state. Provides health outreach care and staff for 5 health clinics. Advocate for equal enforcement of health, occupational safety and housing laws. Offers adult basic education and legal programs.

MIGRANT LEGAL ACTION PROGRAM
1820 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Researches and publicizes legislation affecting migrants. Program provides legal and technical assistance to groups in the Washington area. Newsletter, Capitol Developments, publishes migrant information.

MISSOURI ASSOCIATED MIGRANT OPPORTUNITY SERVICES, INC. (MAMOS)
418 Madison Street
P. O. Box 204
Jefferson City, MO 65101

Vocational, on-the-job training and adult education programs for migrants.

NATIONAL COMMITTEE ON THE EDUCATION OF MIGRANT CHILDREN
145 E. 32nd Street
New York, NY 10016

Division of the National Child Labor Committee. Provides consultation, clearinghouse and public information services on program projects, resources and research concerning migrant children. Offers workshops and conferences for educators, health and social service personnel in order to facilitate national, interstate and interagency cooperation. Goal is to eliminate the expoitation of migrant children.

NATIONAL POOR PEOPLES CONGRESS

NEW CONGRESS FOR COMMUNITY DEVELOPMENT
P. O. Box 1252
Scotts Bluff, NE 69361

Community action organization that operates migrant food and medical programs, an alternative school for migrant children and a housing placement service.

NORTHWEST RURAL OPPORTUNITIES

SERVICE AND MISSION IN AMERICA
The American Lutheran Church
422 Fifth Street
Minneapolis, MN 55415

Social service opportunities in education, work with the handicapped, day nurseries, medical and migrant programs. Works in Appalachia and with Spanish-speaking and Native Americans.

STUDENT HEALTH PROJECT FOR MIGRANT FARM WORKERS AND RURAL POOR
c/o Stephen Barnet
University of Colorado Medical Center
Container 2582
Denver, CO 80220

Winter internships for students in health related fields. Program runs from October to May. Students work in health clinics and with adult education programs in rural communities in Colorado. Openings for forty-five students.

SUE RYDER FOUNDATION
Cavendish, Suffolk, England

Homes for concentration camp survivors and others, in Britain and Eastern Europe. Opportunities for nurses, secretaries, occupational and physiotherapists and unskilled volunteers.

UNITED MIGRANTS FOR OPPORTUNITY
111 South Lansing Street
Mt. Pleasant, MI 48858

Aid for farm workers. Emergency assistance provided for clothing, food, housing, medical care, legal service, scholarships and manpower training.

UTAH MIGRANT COUNCIL
724 S. Third Street, East
Salt Lake City, UT 84111

Adult education classes, daycare and self-help housing program. Council operated by migrants and former migrants.

VALLEY MIGRANT LEAGUE
P. O. Box 128
Woodburn, OR 97071

Operated by farm workers. Offers programs to aid migrants in vocational training, job development and high school equivalency. Also sponsors English languages courses and a Chicano cultural center.

OLDER CITIZENS

THE AGING PROJECT
1700 E. Therry, Suite 200
Seattle, WA 98100

Helps older people in the Seattle area with transportation and house upkeep. Workers do shopping, housecleaning, minor repairs and act as city resources. Also assists older people find jobs.

AMERICAN ASSOCIATION OF HOMES FOR THE AGING
374 National Press Bldg.
14th and F Streets, N.W.
Washington, D.C. 20004

(1961) National membership organization and advocate for nonprofit voluntary and governmental homes for the aging. Works closely with government agencies and private groups to improve standards and care for the elderly. Sponsors educational programs and publications and involved with legislative and public policy decisions.

FOSTER GRANDPARENT PROGRAM
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

Involves people 60 years or older in work with children who need grandparents. Children are in welfare, health or education institutions. Programs in more than forty states, with 4,500 foster grandparents and 9,000 children.

GERIATRIC EVALUATION SERVICE
Baltimore Health Department
Good Samaritan Hospital
5601 Loch Raven Blvd.
Baltimore, MD 21239

Supported by state and federal funds. Three person teams of doctor, social worker and psychiatrist evaluate conditions of elderly people and suggest alternatives to mental institutions.

GERIATRIC SERVICES OF DELAWARE
1300 N. Broom Street
Wilmington, DE 19806

Services and funds that help elderly people continue to live in their own homes.

GREY PANTHERS
3700 Chestnut Street
Philadelphia, PA 19104

Political organization of young and old. Works to improve conditions in housing, health, mass transit, social security and the courts for disenfranchised people, expecially the elderly.

LEGAL SERVICES FOR THE ELDERLY POOR
2095 Broadway, Suite 304
New York, NY 10023

National program. Handles cases involving the elderly in court actions that threaten their rights or lives.

NATIONAL CENTER FOR THE BLACK AGED
1725 DeSalle Street, Suite 402
Washington, D.C. 20009

National clearinghouse for information and services concerning the problems of elderly Black citizens in housing, employment, income, retirement and health.

NATIONAL COUNCIL ON THE AGING
200 S. Park Avenue
New York, NY 10010

National resource for individuals and groups involved with the aging. Offers consultation services and maintains a lending library to facilitate the exchange of information.

NATIONAL COUNCIL FOR SENIOR CITIZENS
1511 K Street, N.W.
Washington, D.C. 20006

Advocate for rights of elderly citizens at all levels of government. Supports part-time social service jobs for the elderly and the Nursing Home Ombudsman Program (see specific listing). Over 3 million members.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

NATIONAL URBAN LEAGUE ADVOCACY PROJECT
55 E. 52nd Street
New York, NY 10022

Funded by HEW. Advocate for the rights of elderly minority citizens. Assists citizens in obtaining better services from welfare, health and social service agencies.

NURSING HOME OMBUDSMAN PROGRAM
National Council of Senior Citizens
1511 K Street, N.W.
Washington, D.C. 20006

Supported by the National Council of Senior Citizens. Works with government agencies to improve and enforce regulations for nursing homes. At the local level, volunteers visit nursing homes and encourage local communities to take more interest in patients.

PHILADELPHIA GERIATRIC CENTER
5301 Old York Road
Philadelphia, PA 19141

Provides residential care and treatment for the elderly and undertakes research on the biological, psychological and sociological aspects of aging.

PROJECT FIND
1966 Broadway
New York, NY 10023

Serves the elderly in New York City. Primarily interested in helping the aged apply for economic assistance, medical care and housing. Outreach programs send workers into communities to find and aid elderly citizens.

SELF HELP FOR THE ELDERLY
3 Old Chinatown Lane
San Francisco, CA 94108

Programs aid the elderly in the Asian community through: meals and health aids for the home-bound, regular visits to convalescent homes, translation services, educational programs on health, social security and other concerns.

RESOURCE

TASK FORCE ON OLDER WOMEN
National Organization for Women
1957 E. 73rd Street
Chicago, IL 60649
Tish Somers, National Chairperson

ORGANIZATIONS PROMOTING HUMAN WELFARE

ACCION INTERNATIONAL ✻
151 E. 50th Street
New York, NY 10022

Offers technical assistance and resources for development projects in urban areas in North and South America. Work encompasses physical improvement projects: housing, school and community center construction, road repair, water, light and sanitation systems. Also the implementation of economic development concepts: technical training, cooperatives and micro-industry. Private, non-profit organization operating in Peru, Brazil, Venezuela and the United States.

ALTRUSA INTERNATIONAL, INC.
332 Michigan Avenue
Chicago, IL 60604

(1917) Women's service organization. Promotes work of the UN, offers exchange scholarships. Active in the area of social and community development.

AMERICAN BAPTIST CONVENTION
Division of Christian Social Concern
Valley Forge, PA 19481

Conducts programs and seminars that focus on international development, national priorities, war and peace and the military.

AMERICAN COUNCIL OF VOLUNTARY AGENCIES FOR FOREIGN SERVICE
200 Park Avenue, South
New York, NY 10003

(1944) Coordinates relief, refugee and technical assistance programs of it's member agencies. Maintains the Technical Assistance Information Clearing House, a resource for overseas development assistance programs of United States organizations.

AMERICAN FREEDOM FROM HUNGER FOUNDATION
1717 H Street, N.W.
Washington, D.C. 20006
John G. Healey, Executive Director

Fosters public awareness of poverty and food needs in the United States and abroad. Sponsors "walks for Development" and hikes for hunger to raise funds for self-help projects.

AMERICAN INDIAN DESK
Scientific Analysis Corporation
4339 California Street
San Francisco, CA 94118

Conducts research on Indian groups and activities in the United States. Plans to publish a directory.

AMERICAN PUBLIC WELFARE ASSOCIATION
1660 L Street, N.W., Suite 607
Washington, D.C. 20036

Dedicated to improving the systems and services of public supported poverty programs. Publishes annual directory of federal, state and local public welfare agencies in the United States and Canada. Consists of over 2,000 member agencies.

AMERICANS FOR INDIAN OPPORTUNITY
1820 Jefferson Place, N.W.
Washington, D.C. 20036

Offers aid and assistance to Native American groups for economic development and legal defense.

ASSOCIATION OF VOLUNTARY ACTION SCHOLARS
1507 M Street, N.W., Room 300
Washington, D.C. 20005

Association of scholars and professionals interested and/or engaged in research, scholarship or programs related to voluntary action. The Journal of Voluntary Action Research is the official publication.

THE CATHOLIC WORKER MOVEMENT ✻
36 E. First Street
New York, NY 10003

Loose confederation of persons and organizations concerned with promoting national and international issues of peace and justice. Emphasis in the United States is on Houses of Hospitality which perform a variety of community services, including hospitality for travelers and those in need. The Catholic Worker, the monthly newspaper of the Movement lists the following Hospitality Houses:

Martin De Porres House
2826 23rd Street
San Francisco, CA 94110

Catholic Peace Center
Friendship House
508 S. El Paso
Colorado Springs, CO 80903

Ammon Hennacy
House of Hospitality
605 N. Cummings Street
Los Angeles, CA 90033

Harbor House
3214 Guthrie Street
East Chicago, IN 46312

The House of Ammon
69 Elm Street, Box 106
Hubbardston, MA 01452

Ammon Hennacy House
241 Charles Street, S.E.
Grand Rapids, MI 49503

Maranatha
2115 Tenth Street
Niagara Falls, NY 14305

Unity Kitchen
243 W. Adams Street
Syracuse, NY 13202

Day House
37 First Street
Troy, NY 12180

Zacchaeus House
1329 N Street, N.W.
Washington, D.C. 20005

Catholic Worker Farm
Route 1, Box 308
West Hamlin, WV 25571

Casa Maria Hospitality House
1131 N. 21st Street
Milwaukee, WI 53233

> "When man determined to destroy himself ~
> he picked the was of shall ~ and finding
> only why ~ smashed it into because."
>
> e.e. cummings

CENTER FOR A VOLUNTARY SOCIETY
1785 Massachusetts Avenue
Washington, D.C. 20036
John Dixon, Director

(1969) Private, non-profit educational organization that offers individual volunteers and voluntary associations a range of consulting and training services. Designed to provide assistance in the areas of planning, evaluation, program development, board-staff relations, community relations, organizing and publicity.

CHICANOS POR LA CAUSA
903 E. Buckeye Street
Phoenix, AZ 85034

Provides technical assistance to Chicano communities in housing, community development services, youth programs and consumer education. Youth program includes a ten month work experience. Sponsors the drama group, "El Teatro de los Barrios."

CITIZENS' CRUSADE AGAINST POVERTY
1220 15th Street, N.W.
Washington, D.C.

Federation of over 1,000 grass-roots organizations. Provides health, education, community development and legal services for the poor.

ELEANOR ROOSEVELT MEMORIAL FOUNDATION
26 W. 56th Street
New York, NY 10019

(1963) Financial assistance to groups or organizations working to promote the goals of the UN. Supports an intern training program for Peace Corps veterans and other interested individuals in the field of intergroup relations.

FRÈRES SAN FRONTIERES
34 Grand Rue
1700 Fribourg
France

Serves the needs of people in underdeveloped countries by making their condition known to the rest of the world. Functions as a religious Peace Corps. Open only to Christians living in France.

HADASSAH
65 E. 52nd Street
New York, NY 10022

(1912) The Women's Zionist Organization of America. Sponsors Hadassah, the Hebrew University Medical Center in Jerusalem and other health, education, youth, research and land reclaimation projects in Israel.

THE INDEPENDENT FOUNDATION
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036

(1969) Former VISTA and Peace Corps volunteers. Provides technical assistance and funding to local community action programs in the areas of education, youth development, human relations and the environment.

INSTITUTE ON THE CHURCH IN URBAN INDUSTRIAL SOCIETY
800 W. Belden Avenue
Chicago, IL 60614

(1966) International clearinghouse of documentation and information on the church's world-wide urban-industrial mission. Consultive services to persons working in the urban industrial field, publishes bibliographies and information materials and helps churches with programming. Part-time student office and research help needed.

INTERACT
Phil Wheaton
1500 Farragut Street, N.W.
Washington, D.C. 20011

Coalition that provides training for individuals volunteering for and returning from overseas service. Training involves analysis of social change process and Third World concerns. Composed of four organizations: EPICAL (Ecumenical Program for Inter-American Communication and Action), Polit-Econ, Laos Inc. and the Third World Workshop Team.

INTERCHANGE FOUNDATION
345 E. 46th Street, Room 1012
New York, NY 10017

(1963) Educational foundation interested in promoting international communication, with focus on civic education and the UN.

INTERNATIONAL COUNCIL OF VOLUNTARY AGENCIES
7 Avenue de la Paix
1202 Genève, Suisse

(1962) International confederation of non-governmental voluntary associations engaged in world-wide developmental, social and humanitarian action. Present membership encompasses about 100 organizations.

INTERNATIONAL STUDENT MOVEMENT FOR THE UNITED NATIONS

Kris Garvey
ISMUN/UNA-USA
833 UN Plaza
New York, NY 10017

Gilian Walker
ISMUN
41 Rue de Zurich
1201 Geneva, Switzerland

Fifty national student and youth organizations promoting the work of the UN. Offer workcamps, international and regional seminars, summer schools and research projects. Internships in New York or Switzerland. Interns pay all costs.

LEAGUE OF WOMEN VOTERS OF THE UNITED STATES
1200 17th Street, N.W.
Washington, D.C. 20036

(1920) Stimulates discussion, study, consensus and action programs on United States foreign policy topics. Promotes political responsibility through informed and active participation in government. Over 1,250 chapters throughout the United States.

LUTHERAN CHURCH IN AMERICA
Board of Social Ministry
231 Madison Avenue
New York, NY 10016

(1962) Involved in the study of social concerns at the domestic and international level. Major focus is on "Peace and Justice." Issues an annual world affairs study kit.

NATIONAL BLACK FEMINIST ORGANIZATION
370 Lexington Avenue
New York, NY 10017

Established to fight the sexist and racist oppression of Black women. Work focuses on concerns of Black women in consumerism, the media, image and female sexuality.

NATIONAL BUREAU OF FEDERATED JEWISH WOMEN'S ORGANIZATIONS
315 Lexington Avenue
New York, NY 10016

(1937) Promotes seminars on educational and world affairs, mobilizes support for legislation, provides leadership training and maintains information on films, materials and speakers.

NATIONAL CATHOLIC REPORTER
P. O. Box 281
Kansas City, MO 64141

Publishes summer listings of seminars, institutes, study weeks, academic programs, retreats, volunteer work projects, conventions and conferences held throughout the United States each summer.

NATIONAL COUNCIL OF CATHOLIC MEN
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

(1918) Conducts a National Consultants Program to act as a liason between church authority and concerned laity. Supports UN activities, sponsors discussion and training courses, publishes church papers and statements, and maintains a film lending library. Over 10,000 chapters.

NATIONAL COUNCIL OF CATHOLIC WOMEN
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

(1920) Activities include: support for Catholic Relief Services, hospitality for overseas students and visitors, encouragement of research and study on world affairs. Publishes monthly bulletins. Over 12,000 chapters.

NATIONAL COUNCIL OF LA RAZA
1025 15th Street, N.W.
Washington, D.C. 20005

(1968) Resource center involved with research and advocacy on Chicano issues. Regional affiliates offer specific programs and aid in health, housing drug education, jobs and business development.

NATIONAL COUNCIL OF NEGRO WOMEN, INC.
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

(1935) National organization that speaks out on matters affecting the general welfare of the nation and the Black community. Commited to the fight against hunger and malnutrition, training Black women for effective leadership, disseminating information on the contribution of Black women. Supports new and existing programs affecting education, health, employment, child care, drug abuse, consumer education, civil and human rights, the establishment of economic self-help projects. Works through community participation committees at local levels.

THE NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS
232 Madison Avenue
New York, NY 10016

Coordinating body and advocate for 22 member agencies operating 447 settlements and neighborhood centers in 92 cities in the United States. Programs and services deal with neighborhood organizations, race relations, economic development, housing, unemployment, delinquency, school dropouts, various needs of migrant populations and the aging. Publishes a monthly Personnel Bulletin that lists job openings in neighborhood centers and notices of candidates seeking positions.

NATIONAL ORGANIZATION FOR WOMEN (NOW)
1957 E. 73rd Street
Chicago, IL 60649

(1966) Women's organization with over 30,000 members and 400 chapters. Purpose is to bring women into full participation in American Society. Programs and action directed to the ERA, child care, laws that discriminate in employment, marriage and divorce.

NATIONAL POOR PEOPLES CONGRESS
P. O. Box 4373
Long Beach, CA 90804

Unites and organizes Native Americans, Chicanos and migrant workers. Efforts directed toward education in welfare rights, state and federal tax issues, housing, law enforcement and protection, tenants rights, consumer fraud and education.

NATIONAL SHARECROPPERS FUND
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

112 E. 19th Street
New York, NY 10003

Concerned with the rural poor. Provides technical assistance and funding for cooperative associations, organizes health clinics, food co-ops and adult education projects. Lobbies in Washington on bills that effect rural poor.

THE NATIONAL URBAN COALITION
2100 M Street, N.W.
Washington, D.C. 20037

(1967) Coalition of religious, minority, labor, government and business leaders concerned with urban problems. Member agencies in 42 cities working in health care, economic development, housing, educational opportunities and youth programs. Affiliate programs are: Health Manpower Development Program, Minority Contractors Assistance Program and the Non-Profit Housing Center. Coalition publishes monthly bulletins and a magazine, City.

POOR PEOPLE'S DEVELOPMENT FOUNDATION
2 Washington Square, North
New York, NY 10012

Non-profit organization provides technical assistance training and funds to low income groups for economic self-help projects in small businesses, industrial ventures, co-ops, credit unions and farms. Volunteers needed on various projects.

SAVE THE CHILDREN FEDERATION, INC., NATIONAL OFFICE
Boston Post Road
Norwalk, CT 06852

In Appalachia: 308 Estill Street
Berea, KY 40403

On American Indian Reservations:
123 Yale Blvd., S.E.
Albuquerque, NM 87108
Dallas Johnson, Director

(1932) Concerned with the well-being of children, families and communites. Works to improve economic, cultural and social conditions on a self-help basis. In Appalachia; sponsors day care and community centers, works with poor communities to develop cooperative enterprises. Provides financial and technical assistance to community development projects on American Indian reservations in ten states. Overseas programs are operated through field offices in Columbia, Dominican Republic, Finland, France, Honduras, Greece, Italy, Korea, Lebanon, Mexico, Tanzania and South Vietnam.

SOCIAL AND REHABILITATION SERVICE (SRS)
330 C Street, S.W.
Washington, D.C. 20203

Composed of four agencies: Community Services Administration, Assistance Payments Administration, Rehabilitation Services Administration and Medical Services Administration. Provides technical and financial assistance for the disabled, elderly, indigent and children.

SOCIAL SECURITY ADMINISTRATION
1325 K Street, N.W.
Washington, D.C. 20203

National social insurance program administered under H.E.W. Has three operating bureaus and four program bureaus: Bureau of Supplemental Security Income for the Aged, Blind and Disabled; Bureau of Disability Insurance, Bureau of Retirement and Survivors Insurance and Bureau of Health Insurance.

SOCIETY FOR INTERNATIONAL DEVELOPMENT
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

(1957) Forum for the discussion of social and economic development problems at the International level. Holds annual conferences, disseminates information, assists members by providing reference materials and job information.

UNITARIAN UNIVERSALIST ASSOCIATION
Division of Social Responsibility
25 Beacon Street
Boston, MA 02108

Encourages participation in social issues through U.N. and Washington offices. Seminars for ministers and laypersons, work with government agencies and departments, researches and prepares educational materials. Publishes bimonthly newsletter and magazine.

UNITED NATIONS HEADQUARTERS

UNITED NATIVE AMERICANS
P. O. Box 26149
San Francisco, CA 94125

Involved in the fight against exploitation of Indians. Projects involve research and presentations for federal hearings on the conditions of Indian life; counseling, emergency food and housing aid, employment opportunities and legal services within the San Francisco community. Publish a quarterly newspaper, Warpath.

UNITED SERVICE ORGANIZATIONS, INC. (U.S.O.)
237 E. 52nd Street
New York, NY 10022

Organization of the National Jewish Welfare Board, Salvation Army, Young Men's Christian Association, Young Women's Christian Association, Travelers Aid Association of America and National Catholic Community Service. Provides for the needs of men and women in the Armed Forces. Services and programs including social, recreational and religious activities. Also personal services, educational and cultural programs, information regarding job opportunities and encouragement of volunteerism. Sixty facilities overseas and 124 in the United States provide service opportunities for 160,000 volunteer workers.

U.S. COMMITTEE OF THE INTERNATIONAL COUNCIL OF SOCIAL WELFARE
225 Park Avenue, South, Room 618
New York, NY 10003

Operates through twenty international member organizations and sixty national committees. Provides an international forum for the discussion of social welfare and related issues, holds bienniel international conferences and regional meetings. Publishes newsletter and quarterly journal, International Social Work.

UNITED STATES CATHOLIC CONFERENCE
Department of International Affairs
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Sponsors international programs and activities through member divisions. Division for Latin America provides educational and informational material and operates a relief program. Division of World Justice and Peace promotes workshops, seminars, study projects and educational materials directed toward creating an awareness of the needs of Third World countries and the promotion of international peace and justice. Division of U.N. Affairs sponsors programs, seminars and briefings which promote their work.

U.S. FARMERS ASSOCIATION
1024 Grand Avenue
Des Moines, IA 50309

Works for better conditions for farmers. Concerned with price controls, subsidies for the poor, civil rights and other non-farm oriented issues.

UNITED WAY OF AMERICA
801 N. Fairfax Street
Alexandria, VA 22313

(1887) Association of autonomous United Funds; Community Chests and Community Welfare Councils in the United States. Raise and allocate funds, plan and coordinate health and welfare programs. Internships possible in manpower, voluntarism, research and public relations.

WORLD ASSOCIATION OF WORLD FEDERALISTS
63 Sparks Street
Ottawa, Ontario KIP 5A6 Canada
Andrew A.D. Clarke, Secretary General

Works for world peace and world law by strengthening the United Nations. Programs include active representation at the U.N., youth activities, education for world understanding, program for planetary citizenship, parliamentary groups for world federation, and political action to modify national and foreign policies. Regional offices in Addis Ababa, Copenhagen, Lagos, New Delhi and New York.

WORLD GOODWILL
866 United Nations Plaza, Suite 566-7
New York, NY 10017

1 Rue de Varembe (3e)
1211 Geneva 20, Switzerland

128 Finchley Road
Hampstead
London NW3, England

Maintains information and research services, sponsors study courses on major human problems, publishes World Goodwill Bulletin and distributes literature in many languages.

WORLD INSTITUTE
777 United Nations Plaza
New York, NY 10017
Julius Stulman, President

Non-profit research and educational institution serving the public through counseling and work with government bodies and educational institutions. Provides grants for research in human ecology, and for publication and distribution of works and ideas in the interest of humankind.

WORLD UNIVERSITY SERVICE, INC. (WUS)
20 40th Street
New York, NY 10018

Provides scholarships and grants on a mutual self-help basis to University communities, supports social action and community development projects and fights all forms of discrimination in education. Intern positions open to college sophomores and juniors in work with program development, writing and research.

PEACE AND NONVIOLENCE

AMNESTY INTERNATIONAL OF THE U.S.A. *
200 72nd Street
New York, NY 10023

(1961) Active in 31 countries. Objective is to secure international observance of the Universal Declaration of Human Rights by working for the release of Prisoners of Conscience; opposing the death penalty, torture and inhuman treatment of prisoners. Concentrates efforts on liason, publicity work and publication of Amnesty Action, a monthly newsletter. Relies on volunteer help and college interns.

ANOTHER MOTHER FOR PEACE
407 N. Maple Drive
Beverly Hills, CA 90210

Activities related to issues concerning war and peace. Volunteers utilized for research and writing.

CANADIAN PEACE RESEARCH INSTITUTE *
25 Dundana Avenue
Dundas, Ontario, Canada

Three week Summer School in Peace Research. Course designed for graduate and undergraduate students. Consists of informal seminars and discussion on ongoing peace research. College credit can usually be arranged.

CENTER FOR TEACHING ABOUT PEACE AND WAR
754 University Center Bldg.
Wayne State University
Detroit, MI 48202

Seeks to improve instruction in world affairs and world understanding, with emphasis on the problems of war and peace. Programs include seminars and workshops, field services, newsletter for teachers and a curriculum laboratory for resource evaluation.

CENTER FOR WAR/PEACE STUDIES
218 E. 18th Street
New York, NY 10003

Education, development, research and consulting center that works with educational institutions and voluntary organizations, to increase public awareness about the problems of global conflict and social change. Publishes, Intercom, a periodical designed for classroom teachers.

CENTRAL COMMITTEE FOR CONSCIENTIOUS OBJECTORS
2016 Walnut Street
Philadelphia, PA 19103

Western Regional Office CCO
140 Leavenworth Street
San Francisco, CA 94102

Midwest Region MCDC
711 S. Dearborn Street
Chicago, IL 60605

(1948) Counseling and information for individuals facing induction, prosecution and those already in the armed services. Originally established by a coalition of church, civil liberties and peace groups.

CHICAGO PEACE COUNCIL
452 S. Dearborn
Chicago, IL 60605

Coalition of peace groups located in the midwest.

COMMUNITY FOR NONVIOLENT ACTION
RFD 1, Box 430
Voluntown, CT 06384

Sponsors "Seminars for Life", a three week summer program of intensive and informal dialogue on the current social, economic and political movements in American society. Topics include: labor and working class struggles, alternative economics, new life styles, peace action, women's struggles, ecology.

EMMAUS

FAIRVIEW MENNONITE HOUSE

FELLOWSHIP OF RECONCILIATION
Box 271
Nyack, NY 10960

Organizations in 30 nations concerned with peace action in the areas of amnesty, education, reconstruction of Indochina and ways of life which promote non-violence.

HESBJERG PEACE RESEARCH COLLEGE
5573 Holmstrup
Fyn Denmark

(1969) Individual and seminar study and research in peace related issues. Terms begin in October, January and mid-April. No formal requirements for admission. International student body.

INSTITUTE MOUNTAIN WEST

INSTITUTE FOR THE STUDY OF NONVIOLENCE
Box 1001
Palo Alto, CA 94302

Workshops and seminars in the areas of non-violent action, human potential, exploration of alternative futures and institutions. One week, year round seminars. Tuition includes housing.

INTERNATIONALES FREUNDSCHAFTSHEIM
D-4967 Bückeburg
Germany

Seminars and training on issues concerned with international peace and the Third World. Instruction in German.

JANE ADAMS PEACE ASSOCIATION, INC.
345 E. 46th Street
New York, NY 10017

(1948) Promotes international understanding through educational programs, scholarships for Latin American women, training for peace workers and recordings for radio stations.

THE LIFE CENTER

LINK (THE SERVICEMAN'S LINK TO PEACE)
1029 Vermont Avenue, N.W., Room 200
Washington, D.C. 20005

Works with war resisters who are in the armed services.

MANKIND OFFICE
833 Haight Street
San Francisco, CA 94117

Mankind Farm
P. O. Box 192
Legget, CA 95455

Concerned with non-violence and resistence. Works with community groups, provides speakers and materials for states. Farm is working toward self-sufficiency through ecologically sound management. Seminars and weekend retreats offered on non-violence.

NATIONAL INTERRELIGIOUS SERVICE BOARD FOR CONSCIENTIOUS OBJECTORS
Room 550 Washington Bldg.
15th Street and New York Avenue, N.W.
Washington, D.C. 20036
Warren H. Hoover, Executive Directors

(1940) Responds to the needs of conscientious objectors. Provides professional counseling and draft information by mail, phone and in the Washington office. Also current literature on military law and policy for the use of local counselors and counselees. Aids CO's in the armed forces who seek noncombatant transfer or discharge; maintains a referral service for local counseling agencies and attorneys and provides alternative service counseling.

NEW ENGLAND COMMITTEE FOR NON-VIOLENT ACTION
RFD 1, Box 197B
Voluntown, CT 06384

Activities and research on non-violent social change. Includes work in the areas of tax resistance, conscientious objection, discrimination in all forms, and environmental pollution. Volunteers needed for office work and research.

NEW JERSEY SANE
324 Bloomfield Avenue
Montclair, NJ 07042

Provides information on the establishment and operation of community peace centers.

NON-VIOLENT TRAINING AND ACTION CENTER
542 S. Dearborn
Chicago, IL 60605

Trains individuals for non-violent action and social change. Conducts weekend seminars.

PAX CHRISTI U.S.A.
1335 N Street, N.W.
Washington, D.C. 20005

American branch of Pax Christi International. Association of Catholics and non-Catholics committed to the exploration of non-violence.

PEACE BRIGADE
c/o 2400 Bancroft Way
Berkeley, CA 94609

Traveling collective that provides support, literature, organizational skills and communication between pacifist groups.

SANE
318 Massachusetts Avenue, N.E.
Washington, D.C. 20002

National political action organization. Mobilizes grass-roots support for American initiatives for peace, a strengthened UN, world economic control and disarmament. Sponsors demonstrations and meetings, lobbies, publicizes events, runs petition campaigns and supports political candidates.

TRAINING COLLECTIVE
1006 46th Street
Philadelphia, PA 19143

(1971) Long term training programs for non-violent social change. Offered by the Philadelphia Life Center - six communes of approximately 50 people. Workshops last 9-12 months to train organizers.

UNIVERSITÉ DE PAIX
3 rue de la Paix
B - 5201 Tihange-lez-Huy
Belgium

Sponsors international peace seminars.

VIETNAM ERA VETERANS NATIONAL RESOURCE CENTER
475 Riverside Drive, Room 767
New York, NY 10027

Works to develop services for Third World Vets. Projects include network service to match trained people with programs and resources, national directory of veterans projects, research and advocacy.

WAR RESISTERS LEAGUE
339 Lafayette Street
New York, NY 10012
Ralph DeGia, Administrative Secretary

Projects include amnesty for American resistors of the Vietnam War and involvement on behalf of political prisoners. Publishes weekly magazine, Wine and a bi-monthly newspaper, WRL News.

WORLD WITHOUT WAR COUNCIL
1730 Grove Street
Berkeley, CA 94709

Two year Peace Intern Program trains leaders for professional work in the war/peace field. Combines field experience with academic studies. Open to college graduates.

RESOURCES

THE AMERICAN DESERTERS COMMITTEE
102 Villeneuve East
Montreal 151, Quebec, Canada

CATHOLIC PEACE FELLOWSHIP
339 Lafayette Avenue
New York, NY 10012

COMMITTEE TO AID AMERICAN WAR OBJECTORS
Box 4231
Vancouver 9, Canada

GROUP FOR NON-VIOLENT ACTION/TRAINING
980 N. Fair Oaks Avenue
Pasadena, CA 91103

THE INSTITUTE FOR NONVIOLENT STUDY AND ACTION
P. O. Box 4752, Duke Station
Durham, NC 27700

PRESBYTERIAN SERVICE COMMITTEE FOR RELIGIOUS OBJECTORS
Witherspoon Bldg., 1323 Walnut Street
Philadelphia, PA 19107

WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM
1213 Race Street
Philadelphia, PA 19107

POLICIES & PRIORITIES

CENTER FOR NATIONAL POLICY REVIEW
Catholic University of America
620 Michigan Avenue, N.W.
Washington, D.C. 20017

Major resource for information concerning law and minority rights.

CENTER FOR RESEARCH ON CONFLICT RESOLUTION
College of Literature, Science and the Arts
University of Michigan
Ann Arbor, MI
Robert Hefner, Director

Purpose is to encourage, enable and communicate research on social conflict. Focus is on the study of international and domestic conflict. Publishes a quarterly periodical, The Journal of Conflict Resolution.

THE CENTER FOR THE STUDY OF POWER
P. O. Box 701
San Anselmo, CA 94960
James H. and Marge C. Craig, Co-Directors

Researches and studies various forms of power: effects on individuals, techniques of conflict resolution, the role of values in the use of power and methods of encouraging the responsible use of power. Research results disseminated through workshops and publications.

COALITION ON NATIONAL PRIORITIES AND MILITARY POLICY
100 Maryland Avenue, N.E.
Washington, D.C. 20002

Coordinating body for 39 national religious, peace, labor and scientific organizations seeking to reduce the United States military budget.

COUNCIL ON ECONOMIC PRIORITIES
35 Fifth Avenue
New York, NY 10011

Resource for information on activities of the United States corporations in the areas of military production, overseas involvement, consumer practices, equal employment and environmental quality.

INSTITUTE FOR POLICY STUDIES
1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036

(1963) Seminars, workgroups and individual research in public policy. International policy studies focus on conflict, revolution in the decolonized world, United States relations and involvement with revolutionary governments. Five colleges and universitites affiliated with the Institute.

NATIONAL ACTION/RESEARCH ON THE MILITARY INDUSTRIAL COMPLEX
112 S. 16th Street
Philadelphia, PA 19102

Disseminates information on the many facets of the military industrial complex.

THE NATIONAL ASSEMBLY FOR SOCIAL POLICY AND DEVELOPMENT, INC.
345 E. 46th Street
New York, NY 10017

Develops policy statements on racism, employment, public welfare and other national concerns and presses for their implementation. Staffs a Washington Office and a research center. Publishes the Service Directory of National Organizations that lists and describes 137 voluntary and governmental organizations.

NATIONAL CONGRESS OF AMERICAN INDIANS
1346 Connecticut Avenue, N.W., Suite 312
Washington, D.C. 20036

Congress of 90 tribes meet annually to determine policy positions on national Indian issues. Staff is headquartered in Washington to lobby and provide technical assistance to tribal members. Monthly journal is The Sentinel.

OVERSEAS EDUCATION FUND
1200 17th Street, N.W.
Washington, D.C. 20036

(1947) Sponsored by the League of Women Voters. Seeks to develop an awareness of the functions and activities of government and the role of citizens. Sponsors seminars, study tours and leadership training programs in Latin America and the United States. Issues a variety of publications.

STUDENT ADVISORY COMMITTEE ON INTERNATIONAL AFFAIRS
1717 Massachusetts Avenue, N.W., Suite 503
Washington, D.C. 20036

Non-profit education corporation. Attempts to raise questions about United States foreign policy through debate, research, publicity and community activities.

THOMAS JEFFERSON RESEARCH CENTER
1143 North Lake Avenue
Pasadena, CA 91104

(1963) Multidisciplinary approach to research in order to develop constructive, practical solutions for problems threatening society. Activities include research, publication, lectures and seminars, training and consulting.

URBAN INSTITUTE
2100 M Street, N.W.
Washington, D.C. 20037

(1968) Provides research to federal agencies, courts, public and private groups on economic and social facets of urban problems. Analyzes alternatives to present programs and policies in health, housing, transportation, employment, public finance, inflation, manpower programs, government management and decision making.

WORLD LAW FUND
11 W. 42nd Street
New York, NY 10036

Nongovernmental organization engaged in a variety of educational activities leading to the development of world order.

RESOURCE

THE CENTER FOR THE STUDY OF DEMOCRATIC INSTITUTIONS
Box 4068
Santa Barbara, CA 93103

PRISONS/HALFWAY HOUSES/CORRECTIONAL SERVICES

COMMITTEE FOR PRISONER HUMANITY AND JUSTICE
1029 Fourth Street, Room 37
San Rafael, CA 94901

Research and information center for materials dealing with prison reform and criminal justice. Publishes a bi-monthly newsletter.

THE ELIZABETH FRY CENTER, INC.
P. O. Box 19666
Los Angeles, CA 90019

Residential program for women, 19 and older, who have returned to Los Angeles after release from prison. Center arranges summer placements for student interns.

THE NATIONAL ASSOCIATION FOR THE CARE AND RESETTLEMENT OF OFFENDERS
125 Kennington Park Rd.
London S.E.11, England
Nicholas Hinton, Organiser for Training and Hostel Services

Jobs available in hostels and similar projects that provide residential care for ex-offenders.

NATIONAL COUNCIL ON CRIME AND DELINQUENCY
291 Highway 17
Paramus, NJ 07652

(1907) Focuses on preventing crime and delinquency. Composed of a national research center, twenty state offices and four regional offices. Acts as a clearinghouse for data on crime and delinquency, conducts research, provides consulting services on the criminal justice system and promotes model legislation.

NATIONAL INFORMATION CENTER ON VOLUNTEERS IN COURTS
P. O. Box 2150
Boulder, CO 80302
Ivan H. Scheirer, Director

Clearinghouse and consultant to local courts. Places volunteers in courts, correctional facilities and community organizations throughout the United States. Publishes a bimonthly newsletter and produces information on court volunteer programs.

NATIONAL PRISON PROJECT
1424 16th Street, N.W., Suite 404
Washington, D.C. 20036

Resource for legal papers and other information on penal systems and prisoner rights. Also trains legal workers and students in prison litigation.

NATIONAL REGISTER OF VOLUNTEERS JOBS IN COURT SETTINGS
Boulder County Juvenile Court
Hall of Justice
Boulder, CO 80302

Information on more than 150 job classifications for volunteer service in court settings. Publishes a monthly newsletter.

NATIONAL TASK FORCE ON HIGHER EDUCATION AND CRIMINAL JUSTICE
475 Riverside Drive, Room 767
New York, NY 10027

Encourages the involvement of higher education in community corrections and educational release projects. Publishes newsletter, Alternatives.

NATIONAL YOKEFELLOW PRISON MINISTRY
P. O. Box 331
Encino, CA 91316
Don Thorington, Regional Director

(1955) Involves committed Christians in the lives of prisoners, during and after confinement.

OFFENDER AID AND RESTORATION (OAR) *
414 4th Street, N.E.
Charlottesville, VA 22901

(1971) Volunteer program designed to aid jail inmates and improve the criminal justice system. Recruits and trains citizens to work with prisoners on a one-to-one basis. Volunteers given 10 hour basic training and expected to devote at least six hours per month to visiting and assisting assigned offenders.

PRISONER VISITATION AND SUPPORT COMMITTEE
2016 Walnut Street, Suite 300
Philadelphia, PA 19103

(1968) Programs focus on visitation, support and financial assistance to prisoners and their families.

STONEWALL
4016 37th Avenue, South
Seattle, WA 98118

Halfway house for gay alcoholics, drug addicts, parolees and probationers. Involved in community education programs on homosexual issues. Houses in Minneapolis and Seattle are projected.

VOLUNTEERS IN PROBATION, INC. *
200 Washington Square Plaza
Royal Oak, MI 48067
Keith J. Leehouts, Director

National membership organization for volunteers and professionals involved in court and correctional programs. Seeks to strengthen local, city, county and state probation programs by providing literature, tapes, films and speakers that aid in the establishment of court related volunteer porgrams. Publish a quarterly newsletter, The VIP Examiner, for people involved in courts and corrections.

YOKE CREST
1820 Mulberry
Harrisburg, PA

A private alternative to prison, established and run by exconvicts. Court referrals taken for 13 month residency and training period. Funding from local and state governments on a per-diem basis.

RESOURCES

NATIONAL COUNCIL OF THE CORRECTIONAL EDUCATION ASSOCIATION
Box 390
Phoenixville, PA 19460
E. Andrew Reynolds, President

PHYSICALLY & MENTALLY HANDICAPPED

AMERICAN ASSOCIATION FOR THE ABOLITION OF INVOLUNTARY MENTAL HOSPITALIZATION, INC.
301 Sedgewick Dr.
Syracuse, NY 13203

National clearinghouse for information and referrals. Publishes directory of professional people who can be contacted for help in the area.

AMERICAN FOUNDATION FOR THE BLIND, INC.
15 W. 16th Street
New York, NY 10011

Dedicated to enhancing the quality of life for blind persons. Provides consulting services; sponsors workshops, seminars and institutes; serves as a clearinghouse for information on blindness and work for the blind; and conducts public education programs. Directory of Agencies Serving Visually Handicapped Persons in the United States published biannually.

AMERICAN FOUNDATION FOR OVERSEAS BLIND, INC.
22 W. 17th Street
New York, NY 10011

Assists countries with limited resources develop programs for the blind. Assistance comes in the form of grants to help hire teachers and rehabilitation specialists.

AMERICAN PHYSICAL THERAPY ASSOCIATION

AMERICAN SPEECH AND HEARING ASSOCIATION
9030 Old Georgetown Road
Washington, D.C. 20014

(1925) Professional organization devoted to research and study of speech disorders, development of improved clinical facilities and procedures and communication of it's findings.

ARBEITERWOHLFAHRT EV
D-5300 Bonn 1
Ollenhauerstrasse 3
W. Germany

Arranges work with children and young people, some of whom are mentally and physically handicapped. Applicants must be 19 years or older, able to speak fluent German and willing to work for a minimum of six months.

Camphill Village, U.S.A. Inc.
Copake NY 21516

(1961) Alternative to institutionalization. A working community for mentally handicapped adults, based on the model of Rudolf Steiner. Retarded adults are admitted into the community if they are physically healthy, 18 years or older and able to work. Community is composed of over 200 handicapped people, grouped in family units. Each person contributes to the community through farming, ceramics, wood-working, baking and doll making. The co-workers (staff) are full time members of the community.

THE CENTER OF AUDITIVE ORAL REHABILITATION
P. O. Box 2418
San Ysidro, CA 92073

Apartado Postal A-35, Colonia Postal
Tijuana, B.C., Mexico
Janet Thompson, Director

Dedicated to the education of deaf and hard of hearing children with speech problems. Volunteer workers welcome. Lodging provided. Knowledge of Spanish helpful.

THE CENTER FOR THE STUDY OF LEGAL AUTHORITY AND MENTAL PATIENT STATUS (LAMP)
P. O. Box 822
Berkeley, CA 94701

(1971) Undertakes education and research in the field of law and mental health: involuntary institutionalization of mental patients, inhumane psychiatric techniques and the absence of accurate information on the subject of mental illness. Clearinghouse with information on people/issues/projects. Disseminates a wide variety of educational materials. Openings for students to work and earn academic credit.

CHEFF CENTER FOR THE HANDICAPPED
Augusta, MI 49012

(1970) Offers a weekly program of horseback riding for mentally and physically handicapped young adults. Volunteers work 25-30 hours per week and must be specially trained to work with horses and the handicapped.

CHESHIRE HOMES
7 Market Mews
London W1Y 8HP, England

Network of 50 residential homes in Britain that provide family life for chronically ill and disabled individuals. Residents are all ages and encouraged to participate in the running of the homes. Positions available for permanent and temporary workers. Volunteers participate in an 18 month training scheme that involves practical and theoretical work and is aimed at producing a corps of long term workers.

CHICANO TRAINING CENTER, INC.

CHRISTIAN AID

CHRISTIAN EDUCATION MOVEMENT
Annandale
North End Road
London NW11 7QX, England

Arranges workcamps and short term individual volunteer placements in Europe for work with physically and mentally handicapped children. Applicants should be between the ages of 16-19 with some previous experience.

CLOSER LOOK
Box 1491
Washington, D.C. 20013

Sponsored by the United States Dept. of HEW. Provides information for parents of children with emotional, mental and physical handicaps. Publishes state listings of organizations concerned with exceptional children.

COORDINATING COUNCIL FOR HANDICAPPED CHILDREN
407 S. Dearborn
Chicago, IL 60605

Association of 55 parent and professional organizations in the Chicago area involved with handicapped children. Advocate for special education laws, secures grants for new programs and uses various educational methods to help parents with handicapped children.

DANISH ASSOCIATION FOR INTERNATIONAL COOPERATION

EAST HARLEM TENANTS COUNCIL
2193 3rd Avenue
New York, NY 10035

Involved with education programs for the parents of mentally retarded children. Also works as an advocate for better community health programs.

EXPLORATIONS IN MINISTRY

GOODWILL INDUSTRIES
9200 Wisconsin Avenue, N.W.
Washington, D.C. 20014

Programs help the disabled in over 200 cities in the United States. Projects for the handicapped include: community and day care centers, stores, camps, employment training and housing programs.

GOULD FARM
Great Barrington, MA 01230

Residential farm that offers treatment for emotionally disturbed individuals. Emphasis on helping individuals move back into society. Staff are salaried.

GUIDING EYES FOR THE BLIND, INC.
106 E. 41st Street
New York, NY 10017

Trains guide dogs for the blind and sponsors four week courses that teach the blind to work with dogs. Branches in over 40 states and Puerto Rico.

INNISFREE VILLAGE
Route 2, Box 506
Crozet, VA 22932

(1971) Modeled after Camphill Village (see listing). Self-contained working community that involves volunteer workers and handicapped adults. No division between patients and staff. Village supported by farming and craft enterprises.

JUST ONE BREAK, INC.
373 Park Avenue, South
New York, NY 10016

(1949) Seeks to provide the physically handicapped with full time employment. Over 10,000 people have been served to date.

MENTAL HEALTH PROGRAM FOR THE DEAF
Saint Elizabeth's Hospital
Washington, D.C. 20032

Mental health programs for the deaf include individual and family counseling, vocational rehabilitation, education, speech therapy, recreational projects, dance and psychodrama.

MENTAL PATIENT LAW PROJECT
2637 Fulton Street, Suite B
Berkeley, CA 94704

Handles precedent setting cases and legislation involving the rights of mental patients. Also researches conditions of mental hospitals and prisons.

MENTAL PATIENTS ASSOCIATION
1982 W. 6th Avenue
Vancouver 9, British Columbia, Canada

(1971) Lobbies for radical social and legislative change. Offers counseling on employment and housing, runs a drop-in/crisis center and five halfway houses. Publishes a monthly paper.

MENTAL PATIENTS CIVIL LIBERTIES PROJECT
1427 Walnut Street
Philadelphia, PA 19102

Legal services to protect the rights of mental health patients.

MENTAL "PATIENTS" LIBERATION PROJECT
56 E. 4th Street
New York, NY 10003

Association of ex-psychiatric patients who are active in the fight to prevent involuntary commitment and treatment of persons to mental institutions.

MOUNTAIN ROAD SCHOOL
Jeffersonville, VT 05464

Residential treatment program for emotionally disturbed children. Partner of Elmhill Inc., group of three homes that provide placements for children in the state. Volunteer program involves college students and local residents.

MOUVEMENT A.T.D.
122, rue de General Leclerc
95480 Pierrelaye, France

Rehabilitation and recreation work in residential camps for underpriveledged children. Volunteers must speak French. Women applicants must be 18 years old, men 20. Room, board and help with transportation provided.

MUSCULAR DYSTROPHY ASSOCIATIONS OF AMERICA, INC.
1790 Broadway
New York, NY 10019

(1950) Aimed at curing muscular dystrophy and related neuro-muscular diseases. Over 320 chapters and a network of clinics throughout the United States offer medical services, educational programs and research for professionals and the public.

NATIONAL ASSOCIATION OF THE DEAF
c/o Fred Schreiber
814 Thayer Avenue
Silver Springs, MD 20910

National clearinghouse and advocacy organization working to change attitudes and treatment of the deaf. Provides lists of publications, service contacts and other information.

THE NATIONAL ASSOCIATION FOR MENTAL HEALTH, INC. (NAMA)
1800 N. Kent Street
Rosslyn, VA 22209

National voluntary citizens' organization concentrates on the fight against mental illness. Supports research, engages in social action and legislative activity to stimulate provision of adequate services for mentally ill persons. Provides services to patients and their families, educates and informs public about mental illness. Forty-three affiliated divisions nationwide.

NATIONAL ASSOCIATION FOR RETARDED CITIZENS
2709 Avenue E, East
Arlington, TX 76011

Research and advocacy group aimed at changing the treatment of retarded citizens through research, legislation and lobbying. Local groups work to develop new programs with state Associations for Retarded Citizens.

NATIONAL CAMPS FOR BLIND CHILDREN
Box 6097
Lincoln, NB 68506

Conducts summer camps throughout the United States for blind children.

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 W. Ogden Avenue
Chicago, IL 60621

(1921) Maintains 3,000 programs throughout the United States including; hospital and mobile therapy units, treatment and rehabilitation centers, workshops and training programs for the handicapped.

NATIONAL FEDERATION OF THE BLIND
218 Randolf Hotel
Des Moines, IA 50309

(1940) Seeks to change attitudes and end discrimination toward the blind. Research new regulations and laws, inform the blind of their rights, undertake court actions and demonstrations.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT

NATIONAL INSTITUTE OF MENTAL HEALTH
U.S. Dept. of H.E.W.
5600 Fishers Lane
Rockville, MD 20852

Study and activities related to drug abuse, addiction, alcoholism and mental health. Sponsors programs for the development of personnel and rehabilitation services.

NATIONAL MULTIPLE SCLEROSIS SOCIETY
257 Park Avenue, South
New York, NY 10010
Sylvia Lawry, Executive Director

Financial assistance and guidance in programs of research, education, treatment and therapy related to multiple sclerosis.

NATIONAL THEATER OF THE DEAF

NATIONAL TUBERCULOSIS AND RESPIRATORY DISEASE ASSOCIATION
1740 Broadway
New York, NY 10019

(1904) National organization with affiliated associations in all states. Involved in the fight against respiratory diseases. Sponsors educational programs, encourages community action and supports research projects.

NETWORK AGAINST PSYCHIATRIC ASSAULT
2150 Market Street
San Francisco, CA 94114

Association of ex-mental patients, health-care professionals and others concerned with psychiatric abuses.

THE PHILADELPHIA ASSOCIATION
20 Fitzroy Square
London W1P 68C, England

Households in which people can live as an alternative to a mental hospital. Residents manage own affairs, pay rent and attend weekly meetings.

RECORDING FOR THE BLIND, INC.
215 E. 58th Street
New York, NY 10022
Gilbert Field, Assistant Director, Public Relations

Provides recorded educational books and materials to sightless or physically handicapped. Volunteer readers and monitors used in 27 recording centers in 15 states. Volunteers needed for reading, library, clerical tasks and preparation/instruction for the recording of technical and foreign language books.

REHABILITATION INTERNATIONAL
219 E. 44th Street
New York, NY 10017
Norman Action, Secretary General

Dedicated to the improvement of services for the physically and mentally handicapped in all parts of the world. Seeks to strengthen existing facilities and stimulate development of new projects through meetings, publications, consultations, information services and technical assistance.

THE RICHMOND FELLOWSHIP
8 Addison Rd.
London W14, England

Therapeutic communities for ex-mental patients, ex-addicts and others. Houses located throughout the country. Prospective workers carefully selected. No prior work qualifications.

RUDOLF STEINER HOUSE
35 Park Rd.
London NW1, England

Programs and projects based on the teachings of Steiner. Included are: Village Communities for adults where mentally handicapped adults live in small 'family' groups, usually with a married couple who have children of their own. (See Camphill Village): schools for "normal" children with an emphasis on learning by activity; schools for maladjusted children (of normal or near normal intelligence) where emphasis is on home atmosphere, smaller groups and a slower pace of learning; schools and homes for mentally handicapped children.

SERVICE AND MISSION IN AMERICA

TAOS VALLEY LEARNING TOGETHER, INC.
Box 90
Ranchos de Taos, NM 87557

Summer day camp for Spanish-American children with learning disabilities. Program of diagnosing learning problems and determining corrective courses. Staff trained in special education, learning disabilites, reading or counseling.

UNITED NATIONS ASSOCIATION FOR INTERNATIONAL SERVICES

VERMONT ECUMENICAL COUNCIL
189 S. Winooski Avenue
Burlington, VT 05401

Sponsors two summer projects. Camp Daybreak - two week camping program for Vermont children with social, emotional and behavioral problems. Brandon Training School - eight week workcamp at Vermont's only facility for the mentally retarded. Full scholarship aid available for both programs. Staff need experience in specialty area.

VOLUNTARY SERVICE BUREAU (IRELAND)

"The way to do is to be."
LAO TZU

CAMPS AND SUMMER PROGRAMS

AKWESASNE-LITTLE GIANT
(physically and mentally handicapped)
Louis Freitag
Southern Illinois University
Outdoor Laboratories
Carbondale, IL

BAY CLIFF HEALTH CAMP
(physically and mentally handicapped)
John A. Vargo
230 Harlow Block
Marquette, MI 49855

BEACON LODGE CAMP FOR THE BLIND
Carl Shoemaker, Coordinator
Box 222
Lewistown, PA 17044

BUTTONWOOD FARMS, INC.
(mentally and academically handicapped)
Martin N. Nayowith, Director
3515 Woodhaven Rd.
Philadelphia, PA 19154

CAMP ALLEN BLIND GIRLS, INC.
Mary M. Sullivan
29 Newgate Circle
Manchester, NH 03102

CAMP ARC
(physically and mentally handicapped)
Aid Retarded Children, Inc.
1362 9th Avenue
San Francisco, CA 94122

CAMP BLOOMFIELD
(blind)
Norman Kaplan, Director
5300 Angeles Vista Blvd.
Los Angeles, CA 90043

CAMP CHALLENGE
(physically handicapped)
Easter Seal Society for Crippled Children and Adults of Florida
903 Lee Rd.
Orlando, FL 32810

CAMP CHEERFUL
(physically and mentally handicapped)
15000 Cheerful Ln.
Cleveland, OH 44136

CAMP CO-CHEC-TON
(mentally handicapped)
1017 E. 80th Street
Brooklyn, NY 11236

CAMP COURAGE
(physical, speech and hearing handicapped)
Courage Center
3915 Golden Valley Rd.
Golden Valley, MN 55422

CAMP COURAGEOUS
(mentally handicapped)
Jerome Zake
P. O. Box 184
Rudolph, OH 43462

CAMP DADDY ELLEN
(physically handicapped)
Easter Steal Society for Crippled Children
and Adults of Pennsylvania
1107 N. Front Street, Box 1297
Harisburg, PA 17108

CAMP DAYBREAK
(mentally handicapped)
Vermont Association for Mental Health, Inc.
P. O. Box 165
Montpelier, VT 05602

CAMP EASTER SEAL
(physically handicapped)
Mr. Robert E. Ferguson, Director
4343 S.W. Corbett Avenue
Portland, OR 97201

CAMP EASTER SEAL
(physically and mentally handicapped)
R.L. Miller
P. O. Box 5496
Roanoke, VA 24012

CAMP GOODWILL
(physically handicapped)
50 Presidential Plaza
Jefferson Tower
Syracuse, NY 13202

CAMP HARMON
(physically handicapped)
Kathryn V. Parodi
P. O. Box 897
Santa Cruz, CA 95060

CAMP HOPE
(mentally handicapped)
c/o C.R. White
Dept. of R.P.A.
Clemson University
Clemson, SC 29631

CAMP HUNTINGTON
(mentally handicapped)
Harold Levine
1017 E. 80th Street
Brooklyn, NY 11236

CAMP JAMES WHITCOMB RILEY (INDIANA)
(physically and mentally handicapped)
2139 Keltonshire Avenue
Columbus, OH 43229

CAMP JAWONIO
(physically handicapped)
260 Little Tor Rd., North
New City, NY 10956

CAMP JENED
(physically and mentally handicapped)
Jened Foundation for the Handicapped
200 Park Avenue, South
New York, NY 10003

CAMP JOLLEE
(physically handicapped)
c/o United Cerebral Palsy of Western
Massachusetts, Inc.
152 Sumner Avenue
Springfield, MA 01108

CAMP KEYSTONE
(mentally handicapped)
Keystone Training and Rehabilitation
Residence, Inc.
406 N. Washington Avenue
Scranton, PA 18503

CAMP KYSOC
(physically and mentally handicapped)
Kentucky Society for Crippled Children, Inc.
233 E. Broadway
Louisville, KY 40202

CAMP KOCH
(physically handicapped)
Indiana Easter Seal Society
3616 N. Sherman Drive
Indianapolis, IN 46218

CAMP LEE MAR
(mentally handicapped)
Lee Morrone
985 E. 24th Street
Brooklyn, NY 11210

CAMP LEND-A-HAND
(physically handicapped)
Easter Seal Society for Crippled Children
and Adults of Pennsylvania, Inc.
Fulling Mill Road, R.D. #1, Box 497
Middletown, PA 17057

CAMP LIGHTHOUSE (NEW JERSEY)
New York Association for the Blind
111 E. 59th Street
New York, NY 10022

CAMP LYMELIGHT, INC. (NEW YORK)
(mentally handicapped)
Jerry J. Rosenberg
20 Woodlawn Rd.
Somerset, NJ 08873

CAMP MERRY HEART
(physically handicapped)
Mary Ellen Ross
300 Main Street
Orange, NJ 07050

CAMP MILLHOUSE, INC.
(physically and mentally handicapped)
2015 Western Avenue, Room 304
South Bend, IN 46629

CAMP MOUNTAINVIEW (GEORGIA)
(physically and mentally handicapped)
Henry M Lubin
220 S.W. 68th Avenue
Miami, FL 33144

CAMP NEWHOCA
(physically handicapped)
Donald Chaffee
181 E. Cedar Street
Newington, CT 06111

CAMP OCEANWARD (MAINE)
(mentally handicapped)
David C. Perkins
Dr. Franklin Perkins School
Lancaster, MA 01523

CAMP PINE TREE
(physically handicapped)
Pine Tree Society for Crippled Children
and Adults
84 Front Street
Bath, ME 04530

CAMP SHADY TRAILS
(speech and hearing handicapped)
David G. Field
1111 E. Catherine Street
Ann Arbor, MI 48104

CAMP SHENANDOAH (VIRGINIA)
(mentally handicapped)
Lee and Rolf Mielzarek
9819 Good Luck Road
Seabrook, MD 20801

CAMP SOROPTIMIST
(physically and mentally handicapped)
6162 E. Mockingbird Ln.
Dallas, TX 75214

CAMP SUNNYSIDE
(physically handicapped)
R.L. Barnhill
Box 4002
Des Moines, IA

CAMP THORPE
(physically handicapped)
Benjamin W. Health, Director
20 Second Street
Newport, VT 05855

CAMP TIPAHATO
(physically and mentally handicapped)
Blue Ridge Summit, PA 17214

CAMP TOP ROCK
(hearing handicapped)
Henry B. Thomas
1704 Patricia Avenue
Willow Grove, PA 19090

CAMP TOWHEE
(mentally handicapped)
J.L. Knonick
Suite 103, 102 Eglinton Avenue, East
Toronto 12, Ontario, Canada

CAMP TRIANGLE
(mentally handicapped)
W.E. Schofield
16 Hemlock Drive
Elnora, NY 12065

CAMP WAGON ROAD
(physically and mentally handicapped)
Box 47, 431 Quaker Rd.
Chappaqua, NY 10514

CAMP WAPANACKI
Joe V. Ingram
New York Institute for the Education of
the Blind
999 Pelham Pkwy.
Bronx, NY 10469

CAMP WAWBECK
(physically handicapped)
Guy H. Wharton Jr.
21 E. Gorham Street
Madison, WI 53703

CAMPING UNLIMITED
(physically and mentally handicapped)
Alex Krem
1113 Ordway Street
Berkeley, CA 94706

CHILDREN'S BEACH HOUSE
(physically handicapped)
71 Shipley Street
Wilmington, DE 19801

CRADLE BEACH CAMP
(physically and mentally handicapped)
Jack C. Anthony, Director
189 Cherrywood Drive
Buffalo, NY 14221

CRYSTAL RUN CAMP AND SCHOOL
(mentally handicapped)
R.D. 2
Middletown, NY 10940

DEVEREAUX PENNSYLVANIA CAMPS
(mentally handicapped)
Devereaux Schools
Devon, PA 19333

EASTER-IN-THE-PINES CAMPS
(physically handicapped)
North Carolina Easter Seal Society
3300 Woman's Club Rd.
P. O. Box 18748
Raleigh, NC 27609

EASTER SEAL CAMP
(physically and mentally handicapped)
2000 W. Hedding Street
San Jose, CA 95128

EASTER SEAL CAMP
(physically and mentally handicapped)
Easter Seal Society for Crippled Children
and Adults Inc., of Nebraska
3815 Dewey Avenue
Omaha, NE 68105

EASTER SEAL HANDICAMP
(physically and mentally handicapped)
Central Park Bldg., Room 700
Denver, CO 80202

ECHOING HILLS VILLAGE, INC.
(physically and mentally handicapped)
Route 2
Warsaw, OH 43844

ENCHANTED HILLS CAMP
Division of San Francisco Lighthouse for
the Blind
1097 Howard Street
San Francisco, CA 94103

GRA-MAR HILL
(mentally handicapped)
Grace L. Dubendorf
99 S. Main Street
Churchville, NY 14428

GRAND MESA EASTER SEAL CAMP
(physically and mentally handicapped)
c/o Len Hopper
Central Bank Bldg., Room 700
Denver, CO 80202

GREENTOP CAMP
(physically handicapped)
Baltimore League for Crippled Children
and Adults
1111 E. Cold Spring Ln
Baltimore, MD 21239

HAPPY HOLLOW
(mentally handicapped)
John S. Fowler
2641 Hempstead Rd.
Pontiac, MI 48057

HARMONY HALL CAMP
(physically handicapped)
Easter Seal Society for Crippled Children
and Adults of Pennsylvania
1107 N. Front, Box 1297
Harrisburg, PA 17108

HEMLOCKS, CONNECTICUT'S EASTER SEAL CAMP
(physically handicapped)
RFD 1, Jones Street
Amston, CT 06231

HOLIDAY HOUSE CAMP
(mentally handicapped)
616 Concord Circle
Trenton, NJ 08618

HOLLY ACRES SCHOOL
(mentally handicapped)
P. O. Box 278
Applegate, CA 94703

ITHACA SPEECH CLINIC
Edward B. Badger
Southview Station, Box 41
Binghamton, NY 13903

KEN-CREST CAMP
(mentally handicapped)
Ken-Crest Center
Mont Clare, PA 19453

KIWANIS TWIN LAKES CAMP FOR CRIPPLED CHILDREN
(physically handicapped)
c/o South Side Crippled Children's Aid
6953 S. Jeffery Avenue
Chicago, IL 60649

LOCHLAND SCHOOL, INC.
(mentally handicapped)
1065 Lochland Rd.
Geneva, NY 14456

MIAMONIDES SUMMER RESIDENTAL PROGRAM
(mentally handicapped)
34-01 Mott Avenue
Far Rockaway, NY 11691

NATIONAL CHILDREN'S REHABILITATION CENTER
(mentally handicapped)
Leesburg, VA 22075

OAKHURST (NEW JERSEY)
(physically handicapped)
New York Service for the Handicapped
853 Broadway
New York, NY 10003

PEACOCK CAMP FOR CRIPPLED CHILDREN
(physically handicapped)
509 Deep Lake Rd.
Lake Villa, IL 60046

POMONA CENTER FOR RETARDED CHILDREN
(mentally handicapped)
The Five Points House, Inc.
Pomona, NY 10970

POWELL SCHOOL SUMMER SCHOOL
(mentally handicapped)
Red Oak, IA 51566

RHINEBECK COUNTRY SCHOOL AND CAMP
(mentally handicapped)
Rhinebeck, NY 12572

ROCK ISLAND-SCOTT COUNTY CAMP FOR RETARDED
(mentally handicapped)
Opportunity for the Mentally Handicapped
3435 23rd Avenue
Moline, IL 61265

THE RONICK SCHOOL, INC.
R.D. 1, Box 274
Washington, NJ 07882

SKY RANCH
(physically handicapped)
Robert A. Hall
3811 Dogwood Drive
Greensboro, NC 27403

SOUTH CAROLINA CRIPPLED CHILDREN'S CAMPS
(physically handicapped)
South Carolina State Board of Health
J. Marion Sims Bldg.
Columbia, SC 29201

STOUTAMYRE SCHOOL
(mentally handicapped)
Bridgewater, VA 22812

TALL PINE CAMP (TENNESSEE)
(mentally handicapped)
Fred C. Slater
6221 N.W. 17th Street
Ft. Lauderdale, FL 33313

RURAL DEVELOPMENT

AGRICULTURAL MISSIONS
475 Riverside Drive, Room 624
New York, NY 10027

(1930) Ecumenical agency involved with Christian rural work in developing countries. Recruit, train, place volunteers in agricultural and community development projects. Participation: Applicants should be specialists in their field. Salary and duration of stay vary with placements.

FOR THOSE WHO HAVE LESS

HEIFER PROJECT INTERNATIONAL
P. O. Box 808, Worthen Bldg.
Little Rock, AR 72203

(1944) World-wide self-help organization provides poultry, livestock and supporting agricultural services to developing countries. Programs do not provide opportunities for short term voluntary service except for feasibility studies or program evaluations.

INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION, INC.
1775 Broadway
New York, NY 10019

Financial and technical assistance to countries in S.E. Asia and Latin America in the fields of health, education, agriculture and communications.

INTERNATIONAL ORGANIZATION FOR RURAL DEVELOPMENT
Rue du Commerce 20
1040 Bruxelles, Belgium

(1969) Non-profit, non-governmental organization. Operates in Central Africa in the field of rural development. Provides technical assistance and funding for projects that are designed to benefit communities at the grass-roots level. Current projects involve the resettlement of Sudanese, Zambian and Angolan refugees in the Zaire.

INTERNATIONAL VOLUNTARY SERVICE

INTERSTATE RESEARCH ASSOCIATES
3212 Grace Street, N.W.
Washington, D.C. 20007

(1968) Consulting, research and development services for rural bi-cultural projects. Offers assistance in the areas of economic development, housing, health programs, ethnic studies and rural community development. Field offices in Denver, San Francisco, San Antonio, Dallas and Edinburg, Texas.

IRI RESEARCH INSTITUTE, INC.
One Rockefeller Plaza, Room 1401
New York, NY 10020

Concerned with tropical and subtropical agricultural development, research, technical assistance and education-training programs.

KOINONIA PARTNERS

MISSOURI DELTA ECUMENICAL MINISTRY
Box 524
Hayti, MO 63851

Works extensively with rural poor in six southeastern counties of Missouri. Operates a housing corporation, co-op grocery, dental clinic, credit union, rural research library and legal assistance programs.

MITRANIKETAN HEALTH PROJECT (INDIA)
c/o Community Service, Inc.
114 E. Whiteman Street, Box 243
Yellow Springs, OH 45387

(1954) Community pioneering in education, health and community living with the aim of self-sufficiency through farming and small industry. Health center provides preventative and curative medicine and family planning services.

OXFAM AMERICA, INC.
474 Centre Street
Newton, MA 02158
Richard L. Dodds, Executive Director

Dedicated to eliminating the basic causes of hunger and malnutrition through long term self-help development projects and emergency relief work. Provides assistance to over 70 developing countries in the fields of agriculture, health, nutrition, education, vocational training, community development and family planning. Volunteers needed for research and organizing related to overseas projects.

PEOPLE'S FARM

THE QUESTERS PROJECT
Youth Resources, Inc.
978 Paseo de Anza
Palm Springs, CA 92262

Provides information and encouragement for the development of self-sufficient rural cooperative communities. Publishes extensive bibliographies concerning established homesteading communities and small businesses.

RURAL DEVELOPMENT CORPORATION
3910 W. Santa Barbara Avenue, Suite 205
Los Angeles, CA 90005

Provides community development corporations with technical and financial assistance in planning, research, legal and architectural problems of housing developments.

SARVODAYA SHRAMADANA MOVEMENT OF SRI LANKA
Meth Medura
No. 77, De Soysa Rd.
Moratuwa, Sri Lanka, Ceylon

(1958) Volunteers in Shramadana camps engaged in village development and community welfare projects. Expected to reflect non-violent principles of the Sarvodaya philosphy. Over 400 village projects being carried out through 37 affiliated bodies and 32 branch societies.

TOGETHER
1043 W. Washington Blvd.
Venice, CA

Library, contact and referral service for small rural communities and those who wish to farm them.

SOCIAL INTEGRATION/NATURALIZATION FOREIGN BORN

AMERICAN COUNCIL FOR NATIONALITIES SERVICE
20 W. 40th Street
New York, NY 10018

(1958) Encourages cooperation and understanding among racial and ethnic groups in the United States. Most programs focus on assisting immigrants in adjustment to American life. Offers counseling, employment assistance, English courses, information and referral services in 30 cities. Also supplies foreign newspapers and radio stations with programs on American life.

ARCHDIOCESAN LATIN AMERICAN COMMITTEE

INTERNATIONAL SOCIAL SERVICE, AMERICAN BRANCH
345 E. 46th Street
New York, NY 10017

International case-work agency that serves people when family or personal problems cross national boundaries. Services involve separated families seeking reunion, immigration and resettlement, problems of Americans abroad, custody and care of children, intercountry adoption and desertion or non-support of children.

UNITED HIAS SERVICE
200 Park Avenue, South
New York, NY 10003

Worldwide voluntary migration and resettlement agency for Jewish refugees and migrants. Programs of service and assistance include preparation for emigration and immigration, transportation, reception, resettlement and integration.

VOLUNTEER SERVICE

ACTION
Washington, D.C. 20525

Umbrella agency for Peace Corps, Vista, Foster Grandparent Program, Retired Senior Volunteer Program, Service Corps of Retired Executives and the Active Corps of Executives.

ACTION CORPS-DIOCESE OF WHEELING
1300 Byron Street, Box 230
Wheeling, WV 26003

(1969) Service program established to aid people in urban and rural West Virginia communities in health, education, management and community development. Programs involve youth, aged, infirm and those with physical and mental handicaps. Participation: applicants must be 21 and willing to give a full year of service. Room and board provided.

AFRICA INLAND MISSION
P. O. Box 178
Pearl River, NY 10965

Provides technical assistance to the Central African Republic, Kenya, Tanzania, Uganda and Zaire in the fields of health, education and communications.

AFRICAN MISSION FATHERS
23 Bliss Avenue
Tenafly, NJ 07670

Missionary work in Liberia.

THE AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

(1961) Created by Congress to unify and administer existing foreign assistance programs in developing countries of Africa, Asia and Latin America. Assistance in the areas of education, agriculture, health, economic planning, engineering, industrial development, finance and population planning. Participation: college degree and previous work experience required. Overseas appointments for 30 months.

AGRICULTURAL MISSIONS

THE AGRICULTURE VOLUNTEER SERVICE, TOKYO
Tokyo University of Agriculture
1-1-1 Sakuragaoka, Seta-gaya-ku
Tokyo, Japan

AIDE À TOUTE DÉTRESSE
34a Belsize Park Gardens
London NW3, England

Places volunteers in a variety of community service positions in France and England. Participation: applicants must be at least 18 years old. Fluent French required for placements in France. Room, board and small stipend provided. Appointments for minimum of one year.

AKTION 7
Seefeldstrasse 8
Postfach 8022, Zurich, Switzerland

Summer and short term opportunities throughout the year for workcamps and social service projects in Germany and Switzerland. Focus on working in hospitals, vacation camps, farm operations, community activities and construction/restoration projects. Room and board provided. German or French required. Eighteen years or older.

AMERICAN ADVENT MISSION SOCIETY
1339 Julia Street
Charlotte, NC 28205

Missionary work in India, Japan, Malasia, Mexico and the Philippines.

AMERICAN COMMITTEE FOR KEEP, INC.
343 S. Dearborn Street
Chicago, IL 60604

Works with agriculture, public health and social welfare projects in Japan.

AMERICAN FRIENDS BOARD OF MISSIONS
101 Quaker Hill Drive
Richmond, VA 47374

Sends missionaries to Jamaica, Jordan and Kenya.

AMERICAN FRIENDS SERVICE COMMITTEE *
160 N. 15th Street
Philadelphia, PA 19102

(1917) Administers projects of social and technical assistance throughout the world, conducts seminars and institutes on peace and international affairs, operates community relations programs in the United States and sponsors work and study projects for young people. Over 400 staff members work through 20 regional and area offices worldwide. Sixty different programs are currently being staffed by hundreds of volunteers. Regional offices:

980 N. Fair Oaks Avenue
Pasadena, CA 91103

2160 Lake Street
San Francisco, CA 94121

407 S. Dearborn Street
Chicago, IL 60605

4211 Grand Avenue
Des Moines, IA 50312

319 E. 25th Street
Baltimore, MD 21218

48 Inman Street
Cambridge, MA 02139

15 Rutherford Place
New York, NY 10003

P. O. Box 1791
High Point, NC 27261

915 Salem Avenue
Dayton, OH 45406

814 N.E. 40th Street
Seattle, WA 98105

AMERICAN INDIAN MISSIONS, INC.
P. O. Box 84
Rapid City, SD 57701
R.L. Gowan, President

Protestant evangelical service organization. Activities include distribution of the scriptures, publication of an Indian interest newspaper, evangelism, child care, student scholarships and provision of relief funds and supplies.

AMERICAN JEWISH SOCIETY FOR SERVICE
15 E. 26th Street, Room 1302
New York, NY 10010

(1950) Conducts voluntary summer workcamps throughout the United States. Most camps involve construction or repair work. Participants expected to pay own costs.

AMERICAN LEPROSY MISSIONS, INC.
297 Park Avenue, South
New York, NY 10010

Provides medical aid and rehabilitation assistance to underdeveloped countries in Africa, Latin America and Southeast Asia.

AMERICAN PHYSICAL THERAPY ASSOCIATION
1740 Broadway
New York, NY 10019

Provides information on overseas volunteer assignments for physical therapists. Participation: degree from an approved school of physical therapy. Five years of work experience and language skills recommended. Placements salaried and last from three months to two years.

ARBEITSKREIS FREIWILLIGE SOZIAL DIENSTE
7000 Stuttgart-1
Stafflenbergstr. 76
W. Germany

Sponsors social service projects in Germany involving older citizens, youth, physically handicapped, mentally retarded and persons in hospitals and jails. Volunteers must be over 17 and able to speak German. Short term projects last from two weeks to six months and provide room and board. Long term projects last six months to a year, pay room, board, insurance and small allowance.

ARKANSAS COMMUNITY ORGANIZATION FOR REFORM NOW

ASSOCIATION FOR INTERNATIONAL DEVELOPMENT
374 Grand Street
Paterson, NJ 07505

Social service programs in Latin America.

ASSOCIATION RWANDAISE DES COMPAGNONS BATISSEURS
B.P. 454 Kigali
Republique Rwandaise

Uses volunteers on government sponsored urban and rural development projects in Rwanda.

ASSOCIATION TOGOLAISE DES VOLONTAIRES AU TRAVAIL
Direction Jeunesse et Sports
B.P. 1494
Lomé, Togo

Sponsors international summer workcamps in Togo. Construction and manual work. Participation: open to anyone, costs are volunteer's responsibility. Camps generally last one month.

ASSOCIATION DES VOLONTAIRES DE CHANTIERS DE JEUNESSES DU SENEGAL
B.P. 11 Ziguinchor
Republic Senegal

Organizes international workcamp in Senegal each summer. Volunteers pay insurance and travel. French-English language combination helpful.

ASSOCIATION OF VOLUNTEER BUREAUS OF AMERICA
c/o United Community Funds and Councils of America
345 E. 46th Street
New York, NY 10017

Information and addresses of local volunteer bureaus.

ASSOCIATION ZATROISE DES COMPAGNONS-BATISSEURS
B.P. 863
Kananga (Republic of Zaire)

(1962) Organizes workcamps to build houses, churches, schools, clinics and repair roads in Zaire. Participation: long term (two or more years) provides room, board and pocket money; temporary (students on vacation) provides room and board.

AUXILIARY MISSIONARIES OF THE ASSUMPTION MISSION CENTER
2424 Chemin Ste-Foy
Quebec 10, Quebec, Canada

Sends lay people to Third World Countries to share their skills in hospitals, dispensaries, schools and colleges, seminaries and adult education centers. Participation: professional skills or certification required. Room, board and in some cases salary provided for two year period of service. Before departure, courses in missionology and the Third World are given.

BAUORDEN
D-6520 Worms-am-Rhein
Postfach 770
W. Germany

Organizes summer construction and maintenance workcamps in Algeria and Europe. Workcamps guided by Catholic principles. Participants must be at least 20 years of age.

BENEDICTINE SISTERS
St. Joseph, MN 56374

Administers a variety of community service and educational projects in Japan, Puerto Rico, Taiwan and the Bahamas.

BEREANN MISSION, INC.
3536 Russel Blvd.
St. Louis, MO

Sends volunteers to Barbados, Ecuador and Granada to work in public welfare and education projects.

BETHANY FELLOWSHIP, INC.
6820 Auto Club Rd.
Minneapolis, MN 55431

Provides assistance to communities in Brazil and South Vietnam through public health and education projects.

BETHEL MISSION OF CHINA, INC.
249 S. Sierra Bonita Avenue
Pasadena, CA 91106

Supports health, education and development projects in Hong Kong and Indonesia.

BIBLE MISSIONARY CHURCH
2601 Federal Blvd.
Denver, CO 80211

Missionary work in India, New Guinea and the British West Indies.

BIENVENUE MUTUELLE
21 rue Rollin
75-Paris 5e, France

Arranges international workcamps year-round in France. Volunteers must pay for food.

BOARD OF HEALTH AND WELFARE MINISTRIES-THE UNITED METHODIST CHURCH
1200 Davis Street
Evanston, IL 60201

Summer opportunities for college students and young adults for work as nurses' aides in Methodist hospitals and homes for older people, or as assistants to child care workers and recreation leaders in Methodist church-related agencies. Participation: open to students entering junior or senior year of college.

BOARD OF MISSIONS OF CALIFORNIA YEARLY MEETINGS OF FRIENDS CHURCH
126 N. Washington Avenue
Whittier, CA 90608

Provides assistance to communities in Central America in the fields of health, education, agriculture and economic development.

BRAZIL ISLAND MISSION
2507 W. Malone Street
Peoria, IL 61605

Education programs in Brazil.

BRETHREN IN CHRIST WORLD MISSIONS
Box 171
Elizabethtown, PA 17022

Sends volunteers to Rhodesia, Zambia, Japan and India to work in the areas of education, agriculture and economic development.

BRITISH COUNCIL OF CHURCHES
Youth Dept.
10 Eaton Gate
London SW1W 9BL, England

Information on international summer workcamps in Europe which offer opportunities for manual, social service and community work. Participants between the ages of 18-30, able to pay most of own expenses.

BROTHERS TO ALL MEN
Manfield House, Southhampton Street
London WC2R OLR, England

(1965) Sends teams to work in health, agriculture and community development in Third World countries. Disseminates information to the Western world on the struggles of developing countries. Participation: men between the ages of 21-27. Selection based on practical experience and personality rather than formal training. Six month training period, two year period of service. Room and board provided.

BULGARIAN ESPERANTO YOUTH
P.O.B. 66
Sofia, Bulgaria

Summer workcamps in Bulgaria. Involve manual labor. Room and board provided.

CANADIAN BUREAU FOR INTERNATIONAL EDUCATION

THE CANADIAN COUNCIL OF CHURCHES
40 St. Clair Avenue, East
Toronto 290, Ontario, Canada

The Committee on Christian Vocation of CCC. Publishes Jobs Worth Doing, a listing of service opportunities lasting a summer, one year or longer through churches, government agencies and voluntary organizations in Canada and overseas.

CANADIAN CROSSROADS INTERNATIONAL
80 Richmond Street, West
Toronto 1, Ontario, Canada

Sends volunteers to the West Indies, India, Africa and the Far East, to work in the areas of community development, social service, youth leadership, recreation, construction, agriculture and medicine. Participation: Canadians, 19 years or older. Assignments last 3 to 10 months. Volunteers pay all costs.

CANADIAN FRIENDS SERVICE COMMITTEE
60 Lowther Avenue
Toronto 5, Ontario, Canada

(1931) Purpose: to "unify and expand the concerns of Friends in Canada for peace witness and peace education, international service and social concerns." Activities center on: medical work and service abroad, social action programs in Canada, refugee aid, conferences and seminars on international understanding, a program of peace education in Canada and work and study programs for youth.

CANADIAN AND OVERSEAS WORK TOURS
Anglican Church of Canada
600 Jarvis Street
Toronto, Canada

Arranges summer workcamps and education projects. Education projects provide opportunities for work in the development of youth programs, as leaders of day camps and as teachers in vacation schools. Participation: open to people between the ages of 18-25, who are willing to serve under church sponsorship.

CAPUCHINS
1740 Mt. Elliot Avenue
Detroit, MI 48207

Involved with medical, agricultural and community development projects in Nicaragua.

CAPUCHINS
220 37th Street
Pittsburgh, PA 15201

Missionary and social work in New Guinea.

CARLSON FOUNDATION, INC.
2745 W. Winona Street
Chicago, IL 60625

Sponsors a variety of community assistance programs in the Congo.

CATHOLIC INSTITUTE FOR INTERNATIONAL RELATIONS
41 Holland Park
London W11 3RP, England

Promotes international cooperation and goodwill in the fields of education, race relations and voluntary service. Voluntary service program provides technically competant and socially motivated volunteers to work in projects in the Caribbean, Latin America, Vietnam and Malta. Most openings are for teachers, nurses, engineers, agriculturalists, physiotherapists, economists, architects and craft instructors. Participation: must be over 21 and willing to serve for a minimum of two years. Living allowance provided.

CATHOLIC MEDICAL MISSION BOARD, INC.
10 W. 17th Street
New York, NY 10011

Referral service for medical, paramedical and technical personnel. Long and short term volunteers serve in hospitals and clinics in Africa, Asia and Latin America. Participation: applicants must have a degree in medicine, dentistry, nursing or medical technology. Long term volunteers serve for one year, short term for one month.

CENTRAL AFRICAN MISSION, INC.
133 S. Hawkins Avenue
Akron, OH 44313

Offers medical and educational assistance to Rhodesia, Zambia and Ghana.

CENTRAL AMERICAN MISSION
P. O. Box 28005
Dallas, TX 75228

Missionary work in Central American countries.

CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES

CENTRO DE INTERCAMBIO E TURISMO UNIVERSITÁRIOS
rua Fernando Pedroso 331
Lisbon 1, Portugal

Three week international, summer workcamps in Portugal. Include agricultural or community work, discussions and sightseeing activities. Room and board provided. Participants between the ages of 18-25

CENTRO REGIONAL LATINOAMERICANO DEL SERVICIO VOLUNTARIO
Montjitas 626, Piso 4, Of. 45
Casilla, 21-112
Santiago, Chile

Provides listings of organizations in Argentina, Brazil and Chile.

CHANTIERS DES JEUNES (ZAIRE)
Conseil Executif National Charge de la
Jeuresse et des Sports
B.P. 23, Kinshasa-Gombe

Youth service, rural workcamps.

CHANTIERS SOCIAUX MAROCAINS
BP 456-RP
Rabat, Morocco

Organizes international workcamps to build roads and work on reconstruction projects in Morocco. Three week projects take place between June and October.

CHRISTIAN APPALACHIAN PROJECT
101 Hill Court
Lancaster, KY 40444

CHRISTIAN BROTHERS
1335 Quincy Street, N.E.
Washington, D.C. 20017

Sponsors education programs in Kenya, Nicaragua, Ethiopia, Tanzania and Guatemala.

CHRISTIAN COMMITTEE FOR SERVICE IN ALGERIA
60, rue Larbi Ben M'Hidi
Alger

Recruits, trains and supports qualified technicians for the Algerian government. Agriculture and education are top recruitment areas. Candidates professionally qualified and experienced. French or Arabic required.

CHRISTIAN AND MISSIONARY ALLIANCE
260 W. 44th Street
New York, NY 10036

Missionary operations in Latin America, Africa and Southeast Asia.

CHRISTIAN MOVEMENT FOR PEACE *
95 St. Joseph Street
Toronto, Ontario, Canada

Organizes international summer workcamps in Canada, Europe and the United States in construction, maintenance and social service. Participation: must be 16 or older. Room and board provided. Camps last 3 to 4 weeks.

CHRISTIAN MOVEMENT FOR PEACE
Stowford House, Bayswater Road
Oxford OX3 9SA, England

Organizes summer workcamps in North America, Great Britain, Israel, Jordan and Europe. Participation: open to people between the ages of 18-30. Room and board provided. Camps last 2 to 4 weeks.

CHRISTIAN NEIGHBORHOOD SUMMER PROGRAM
93 Pearsall Avenue
Jersey City, NJ 07305

Sponsors day camps for inner-city children in three major cities in New Jersey. Camps emphasize biblical, educational, social and recreational activities. Fifty college volunteers staff programs. Room, board and partial transportation cost provided.

CHRISTIAN REFORMED BOARD OF MISSIONS AND THE CHRISTIAN REFORMED WORLD RELIEF COMMITTEE
2850 Kalamazoo Avenue
Grand Rapids, MI 49505

Missionary relief work in Nigeria, Mexico, the Philippines and South Korea.

CHRISTIAN SERVICE CORPS*
1509 16th Street, N.W.
Washington, D.C. 20036

(1964) Evangelical organization that describes itself as the "peace corps of the Church." Recruits, selects and places nurses, teachers, secretaries, administrators, doctors, artists, carpenters, engineers, social workers, farmers and others for needy communities in the United States and throughout the world. Participation: applicants must be committed Christians between the ages of 18 and 70 and willing to spend two years in mission service. Must have a needed skill or occupation. No specific academic qualifications required.

CHURCH ARMY/VOLUNTEER CORPS
815 2nd Avenue
New York, NY 10017
Pamela A. Lee or Terry Rogers

Volunteer service in poverty areas in connection with a church or church agency. Participation: 16 years or older. Initial transportation paid by volunteer. Positions open throughout the United States for periods of 2 weeks to 2 years.

CHURCH OF THE BRETHREN
1451 Dundee Avenue
Elgin, IL 60120

(1948) Provides opportunities for service in Europe and N. Africa in medicine, teaching, agriculture, construction, community development, social services and Christian education. Participation: applicants must be 18 years of age, with a high school diploma and a "willingness to examine and study the Christian faith." One year minimum commitment, including four weeks of orientation. Room, board and a small stipend provided.

CHURCH OF THE NAZARENE
6401 The Paseo
Kansas City, MO 64131

Sponsors health and education projects in 17 countries in Africa, Southeast Asia and South America.

CHURCH OF THE UNITED BRETHREN IN CHRIST
United Brethren Bldg.
Huntington, IN 46750

Initiates education and public health projects in Jamaica and Sierra Leone.

CHURCH WORLD SERVICE
Division of Overseas Ministries
National Council of Churches
475 Riverside Drive, Room 652
New York, NY 10027
John Muilenburg, Director of Personnel Operations

Major relief and rehabilitation arm of the National Council of Churches. Participation: professional and salaried personnel. Three year period of service. International volunteer opportunities available.

CHURCHES OF GOD IN NORTH AMERICA, INC.
611 S. 17th Street
Harrisburg, PA 17104

Social service and public health projects in India, Pakistan and Haiti.

CHURCHES OF GOD WORLD MISSIONS
1080 Montgomery Avenue
Cleveland, TN 37311

Involved in educational and evangelical projects throughout the United States.

THE CIVIC CENTER AND CLEARING HOUSE, INC.
14 Beacon Street
Boston, MA 02108

Clearinghouse for volunteers of all ages. Emphasizes individual counseling and follow up placement. Training workshops also offered.

CLEARINGHOUSE FOR VOLUNTARY SERVICE IN APPALACHIA
Box 469, Union College
Barbourville, KY 40906
Lura Jane Mumma, Director

Matches volunteers with agencies in Appalachia. Arranges short and long term opportunities.

COLUMBAN FATHERS
St. Columbus, NB 68056

Organization of Catholic priests who work exclusively in foreign missions. Participation: male, between the ages of 17 and 25.

COLUMBAN SISTERS
950 Metropolitan Avenue
Hyde Park, MA 02136

Catholic organization with missions in Peru, South Korea, Philippines and Hong Kong.

THE COMMISSION ON VOLUNTARY SERVICE AND ACTION ✻
475 Riverside Drive, Room 665
New York, NY 10027

Consultive Council of more than 150 private, North American organizations which sponsor and/or support voluntary service projects in all parts of the world. Newsletter, Items, describes current opportunities and developments in the voluntary service field. Publishes Invest Yourself, annual directory of over 26,000 service projects and placement opportunities.

COMMITTEE ON CHRISTIAN VOCATION
Canadian Council of Churches
40 St. Clair Avenue
Toronto 7, Ontario, Canada.

Publishes a catalogue of opportunities for involvement and action in Canada and overseas. Short and long term assignments with religious, public and private sponsoring agencies.

COMMITTEE OF RETURNED VOLUNTEERS
840 W. Oakdale
Chicago, IL 60657

Former Peace Corps volunteers. Chapters across the United States maintain speakers bureaus and provide information on United States involvements and conditions in Third World countries.

THE COMMUNITY SERVICE FELLOWSHIP PROGRAM
Action
Washington, D.C. 20525

Funded by Action. Offers students 16-26 the opportunity to participate full time in community service of their choice for a period of 6 to 24 months. Participants gain work experience and accrue educational benefits for each month of service. Educational benefits can be used at any federally approved post-secondary educational institution.

COMMUNITY SERVICE VOLUNTEERS
237 Pentonville Rd.
London N1 9NJ, England

Places volunteers in social service work in Britain. Volunteer must be 16 years of age and able to work for a minimum of 4 months. Room, board and small allowance provided.

COMMUNITY VOLUNTEERS, INC.
P. O. Box 1521
Wellington, New Zealand

Short and long term voluntary service projects that involve social service work in New Zealand. Participation: no qualification or age requirements, room and board provided.

COMPAGNONS BATISSEURS
11, rue Perronet
Paris 7eme, France

International summer workcamps in France. Involve construction and maintenance work in community service projects. Volunteers should speak French.

CONCORDIA ✻
27, rue du Pont-Neuf
75001 Park, France

Workcamps in Europe for agriculture, construction, restoration, community development and environmental work. Participation: women and men 18 and older. Room and board provided.

CONGO INLAND MISSION, INC.
251 W. Rively Avenue
Elkhart, IN 46514

Social service, health and education projects in Zaire.

CONSERVATION CORPS
Zoological Gardens
Regents Park
London NW1 4RY, England

International wildlife conservation workcamps lasting two to four weeks. Participants pay their own costs. Housing arranged.

CONSERVATIVE BAPTIST FOREIGN MISSION SOCIETY
P. O. Box 5
Wheaton, IL 60157

Missionary relief work in India, Pakistan, Indonesia, Ivory Coast and Zaire.

CONSOLATA FATHERS
P. O. Box C
Somerset, NJ 08873

Involved in Kenya and Tanzania in social service, health and education projects.

CONTRAVAUX ✻
11, rue de Clichy
75009 Paris, France

(1959) Association of nine member workcamp organizations. Goals are to develop services and find new workcamp opportunities. They do not organize specific workcamps.

COORDINATING COUNCIL FOR INTERNATIONAL VOLUNTARY SERVICE
UNESCO-1 rue Miollis
Paris 15e, France

Information on voluntary service projects and placements with agencies outside North America.

corrymeela
8 Upper Crescent
Belfast BT7 1NT, N. Ireland

Interdenominational Christian community committed to the reconciliation of Ireland. Members involved in full or part time work in community relations in various parts of N. Ireland. Operates a full conference program throughout the year and is used on holidays for elderly or underpriveledged people. Sponsors summer social service projects staffed by volunteers. Room, board provided.

CROSIER FATHERS
2620 E. Wallen Rd.
Fort Wayne, IN 46825

Provides technical assistance to Indonesia for social service, education and development projects.

CROSS-LINES COOPERATIVE COUNCIL *
1620 S. 37th Street
Kansas City, KS 66106

(1964) Interdenominational group of 25-30 churches. Undertakes social service work in inner city areas of Kansas City in housing, education, community action and summer recreation programs. Initiates similar projects in cities and rural areas in 29 states. Opportunities for short and long term involvement for persons 20 years or older.

CZECHOSLOVAK INTERNATIONAL VOLUNTARY SERVICE
The Travel Bureau of Youth SSM
International Work Camp
Praha 2, Zitna 12, Czechoslovakia

(1963) International workcamps in Czechoslovakia. Participants between 18-30 years of age and able to do hard physical labor. Room and board provided.

DANISH ASSOCIATION FOR INTERNATIONAL COOPERATION (MELLEMFOLKELIGT SAMVIRKE)
Hejrevej 38
DK-2400 Copenhagen, NV, Denmark

(1964) Arranges placements with international workcamps abroad in manual labor, social work, work and study, and work in handicamps (involving handicapped people). Camps last 3 weeks during summer. Room and board provided. Must be 18 years or older.

DENVER INTER-CHURCH SERVICE UNIT
915 E. 9th Avenue
Denver, CO 80218

Established to provide people with opportunities for one to two years of community-oriented volunteer service in the Denver area. Unit volunteers are housed together, decisions about job opportunities, applicants, group activities and community service priorities are made communally. Members have paying jobs and contribute salaries to the Unit.

DEUTSCHER STUDENTEN-REISENDIENST
Dietkirschenstrasse 30
53 Bonn, W. Germany

Workcamps involving agriculture, forestry and manual work.

DEVELOPMENT INSTITUTE
506, Muhammadi House
McLeod Rd. Karachi-2
Pakistan

Consulting organization working in the area of socio-economic development in Pakistan. Places volunteers in health or vocational training with associated social welfare organizations. Accept research workers in socio-economic fields.

DIENSTE IN ÜBERSEE
Gerokstr. 17
7000 Stuttgart O
W. Germany

(1960) Overseas service arm of the Committee of Protestant Churches. Recruits personnel requested by developing countries: doctors, nurses, teachers, administrators, agriculturalists, social workers, engineers, lab technicians and secretaries. Participation: 25 years of age with two years professional experience. Terms of service are three years and include one month training period. Salaried.

DIVISION OF HOMELAND MINISTRIES
Christian Church (Disciples of Christ)
P. O. Box 1986
222 S. Downey Avenue
Indianapolis, IN 46206

Voluntary service operation, places individuals in special assignments with organizations or inner city centers.

DIVISION OF VOLUNTARY SERVICE, JOINT OFFICE OF BOARD OF NATIONAL MISSION AND COMMISSION ON ECUMENICAL MISSION AND RELATIONS *
United Presbyterian Church, U.S.A.
475 Riverside Drive
New York, NY 10027

Largest non-governmental voluntary service program in the United States. Offers more than 6,000 volunteer placements annually. Short term summer service projects in the United States and worldwide available. Overseas programs for agriculturalists, architects, accountants, librarians, engineers, carpenters, dentists, journalists, medical personnel, ministers, social workers, psychiatrists, teachers, secretaries and business administrators. Financial arrangements and terms of service vary with positions. Summer service in the United States is open to college students, adults and professionals. Room and board provided on most projects. Directory of specific placements and opportunities available.

DOMINICAN SISTERS
Western Highway
Blauvelt, NY 10913

Involved in educational work in Puerto Rico.

DOMINICANS
1909 S. Ashland Avenue
Chicago, IL 60608

Overseas assistance programs in Latin America.

ECUMENICAL YOUTH COUNCIL IN EUROPE-WORLD COUNCIL OF CHURCHES *
Jebenstrasse 3
D-100 Berlin 12, W. Germany

Sponsors a combined work program known as Ecumenical Youth Service. Fifty workcamps in Europe, Asia, Africa and Latin America. Summer, three to four weeks. Teams of 15-20 people work together in a communal situation. Projects open to persons between the ages of 15-30.

EIRENE
D 533 Königswinter 1
Römlinghoven, Malteserhof
Germany

(1957) International ecumenical organization for long term peace service in programs for the prevention or remedy of social conflicts. Interested in people qualified in auto mechanics, carpentry, metalworking, radio-tv and electrical repair, social work and agriculture. Apply through the Mennonite Central Committee.

ELIM MISSIONARY ASSEMBLIES
Lima, NY 14485

Missionary operations in South America, the Middle East and Africa.

ENGLISH SPEAKING UNION OF THE COMMONWEALTH
22 Atholl Crescent
Edinburgh EH3 8HN, Scotland

Workcamps and social service opportunities in hospitals, children's homes, daycamps, community centers in India, the United States and Canada. Work usually lasts 3 to 4 weeks. Participants must be between the ages of 16-25.

EPISCOPAL CHURCH OF THE U.S.
815 Second Avenue
New York, NY 10017

Administers health, education, community development and other social service programs in Latin America, Africa and Southeast Asia.

EVANGELICAL ALLIANCE MISSION
2845 W. McLean Avenue
Chicago, IL 60647

Social service, public health and education programs in Africa and Asia.

EXPLORATIONS IN MINISTRY
Youth Ministry, LCA
2900 Queen Lane
Philadelphia, PA 19129

Social service and environmental workcamp opportunities. Team projects are set up in communities to work with mentally and physically handicapped people, the elderly and children. Other camps deal with forest maintenance and wilderness ecology. Participants must be between 15-22 years of age and pay own expenses.

"The only true gift ~
is a portion of thyself."
EMERSON

FOR THOSE WHO HAVE LESS
P. O. Box 265
Dandenong (Vic.) 3175, Australia

Helps underpriveledged people in Asian countries through self-help livestock programs, support of programs and homes for orphaned and destitute children. Participation: volunteer placements for individuals 18 or older with some experience in agriculture or social work. Medium (three to six months) and long term (one to two years) work assignments. Volunteers pay return air fare, all other expenses provided.

FRANCISCAN MISSIONARY UNION OF CHICAGO, INC.
1434 W. 51st Street
Chicago, IL 60609

Social service programs in Brazil.

FRANCISCAN SISTERS OF ALLEGANY
Allegany, NY 14706

Sponsors health, education and social service programs in Brazil, Bolivia and Chile.

FREE METHODIST CHURCH OF NORTH AMERICA
9th Street at College
Winona Lake, IN 46590

Provides technical assistance for community development, education and social service projects in approximately 20 countries world wide.

FRIENDS UNITED MEETING
101 Quaker Hill Drive
Richmond, IN 47374

Sponsors the Volunteer Service Mission program. Volunteers secure jobs in the city through social agencies, i.e., hospitals, OEO, recreation programs etc., while living in a close-knit community within the ghetto. Participants can continue a second year and create their own job descriptions. Funding for second year comes from pooled wages of the first year. Participation: women, men or couples, college age or older.

FRONTIER COLLEGE
31 Jackes Avenue
Toronto, Canada M4T 1E2

Volunteers try to involve Canadian workers with continuing educational programs. Assigned for an 8 month work period in hard labor jobs to develop interest in and initiate educational programs with co-workers. Must be Canadian citizen or have landed immigrant status.

FRONTIERS FOUNDATION/*Operation Beaver*
2328 Danforth Avenue
Toronto 13, Ontario

(1964) International summer construction workcamps in Canada and the Caribbean. Participation: men and women, age 18-70. Projects last two months. Room and board provided.

THE GENERAL BOARD OF EVANGELISM-THE UNITED METHODIST CHURCH
c/o Rev. Robert Ochsenrider
1908 Grand Avenue
Nashville, TN 37203

Provides 8 to 12 week summer, social service placements and employment for college and seminary students. Opportunities for ministry in leisure and local church involvement, and in new forms of communication of the Christian faith.

GERAKA PRAMUKA (INDONESIA)
World Scout Bureau
Case Postale 78
1211 Geneva 4, Switzerland

Youth services and workcamps.

Deutscher
Entwicklungsdienst

GERMAN VOLUNTEER SERVICE
53 Bonn-Bad Godesberg 1
Friesdorfer Strasse 151-153
W. Germany

(1963) Government-funded program. Provides technical assistance and trained volunteers to developing countries in Africa, Asia and Latin America in health care, community development, social work, technical and manual programs, schools, institutions of higher education, trade, industry, administration and agriculture. Applicants must be 21 and have professional or vocational training and work experience. Two year period of service. All expenses paid.

GOSPEL MISSION OF SOUTH AFRICA
21 Evans Place
Pompton Plains, NJ 07444

Health and education projects in Chile.

GRANTSMANSHIP CENTER
7815 S. Vermont Avenue
Los Angeles, CA 90044

Non-profit organization helps volunteer associations prepare grant proposals.

HOLY SPIRIT MISSIONARY SISTERS
Techny, IL 60082

Involved in a variety of social service projects worldwide.

INDEPENDENT ASSEMBLIES OF GOD
22901 Edmonds Way
Edmonds, WA 98020

Supports programs in Liberia involving social service, education and health work.

INTERNATIONAL AGRICULTURAL CENTER
Postbox 88
Wageningen, the Netherlands

(1951) Established by the government of the Netherlands to advise on matters of international agricultural development. Selects agricultural experts for service in developing countries and sets up programs of study for foreign agricultural experts. Organizes international courses and congresses.

INTERNATIONAL EXECUTIVE SERVICE CORPS
545 Madison Avenue
New York, NY 10022
Charles H. Brown, Vice President for Public Relations

(1964) Helps industry and business in developing countries by providing services of management specialists and executives. Participation: production specialists and top management. Expenses paid for volunteers. Two to three month assignments in Africa, Near East, Asia and Latin America.

INTERNATIONAL LEGAL CENTER

INTERNATIONAL LIASON OFFICE
39 Lackawanna Place
Bloomfield, NJ 07003

Broker for volunteer placements. Has contacts with 200 volunteer groups and church agencies throughout the world. Attempts to recruit, screen and place personnel according to the needs of the organizations. Publish information booklet, The Response, which lists agencies seeking personnel.

INTERNATIONAL MISSIONS, INC.
Box 323
Wayne, NJ 07470

Health projects in Iran, India and Pakistan.

INTERNATIONAL SECRETARIAT FOR VOLUNTEER SERVICE
10, Chemin de Surville
1213 Geneve-Petit Lancy
Switzerland

ISVS

(1962) International governmental agency that promotes and supports volunteer development programs throughout the world. Function is to suggest organizations which send volunteers, so that applicants may get in touch with the various offices concerned. Publish the World Statistical Directory of Volunteer and Development Service Organizations.

INTERNATIONAL UNION OF GOSPEL MISSIONS
P. O. Box 10780
Kansas City, MO 64118

Union of 350 missions. Resource for mission programs. Exists to help find staff, develop programs, provide educational materials, promote cooperation between missions and offer training programs.

INTERNATIONAL VOLUNTARY SERVICE
91 High Street
Harlesdon London NW10 4NU, England

British branch of Service Civil International. Arranges international workcamps and short, medium and long term voluntary service opportunities.

INTERNATIONAL VOLUNTARY SERVICE, INC. (IVS) *
1555 Connecticut Avenue, N.W.
Washington, D.C. 20036

(1953) Volunteer service opportunities in international development. Volunteers work in the broad field of community development which includes agriculture, poultry and animal husbandry, crop experimentation, range management, reforestation, irrigation, low-cost housing, sanitation and village improvement projects. Elementary and secondary teachers needed for science, English and vocational training. Participation: college degree and related work experience. Two year period of service, all expenses paid.

INTERNATIONAL VOLUNTARY WORKCAMP ORGANIZATION
Mechelininkatu 36
SF-00260 Helsinki 26, Finland

(1946) International summer workcamps in Finland. Manual work projects, childrens camps, invalid camps and handicamps (involving handicapped people). Also organizes medium term (three to six months) service projects. Participation: 18 years and older, room and board provided.

INTERNATIONALE JUGENDGEMEINSCHAFTSDIENSTE
D-53 Bonn 1
Kaiserstrasse 43
W. Germany

Organizes over 150 workcamps throughout W. Germany and W. Berlin. Emphasis on social work. Operates from June to October, three week periods. Participants aged 16-25, room and board paid and reimbursed for part of travel expenses. English, French and German spoken.

INTERNATIONALER BAUORDEN
Schweizerisches Sedretariat
Wildhaus (SG)
Kath, Pfarramt, Switzerland

Summer construction and maintenance workcamps in Europe and developing nations.

INTERNATIONALER BAUORDEN
652 Worms-Horchheim
Leibigstrasse 23
W. Germany

International workcamps based in Germany. Work involves low income housing construction. Also provides information on other workcamp programs in Germany.

INTERNATIONELLA ARBETSLAG
Adlerbethsgatan 13
112 55 Stockholm, Sweden

(1943) Swedish Branch of Service Civil International. Arranges international voluntary workcamps in Sweden for manual labor and social service. Participation: 18 or older. Minimum three week period. No language requirement. Room and board provided.

IRISH WORKCAMP MOVEMENT
113, St. Stephen's Green
Dublin 2, Ireland

Summer workcamps for construction/restoration. Camp lasts three weeks and is made up of a 25 member team. Participation: 17 years and older. Room and board provided.

JESUIT VOLUNTEER CORPS
P. O. Box 3928
Portland, OR 97208
Timothy P. Doran, Executive Director

(1956) Volunteer Christian program. Projects focus on nursing, teaching, church work, para-legal, day care, prison rehabilitation and youth work. Participation: minimum age 21. College degree or work experience required. Service in urban ghettos in Alaska, Africa, Guam, Micronesia and Northwest Indies.

THE KENYA NATIONAL DEVELOPMENT ASSOCIATION
c/o Mr. Ceiphas Munahairi
P.O.B. 42942
Nairobi, Kenya

Organizes workcamps in Kenya.

KENYA VOLUNTARY DEVELOPMENT ASSOCIATION
P. O. Box 48902
Nairobi, Kenya

(1962) International voluntary development projects within the country. Projects last two, three and four weeks during July and August. Participants must be 18 or over and able to pay their own costs.

KOINONIA PARTNERS

LA MENNAIS BROTHERS
Alfred, ME 04002

Education programs in Uganda and Tanzania.

LAOS *
4920 Piney Branch Rd., N.W.
Washington, D.C. 20011

Non-profit ecumenical agency. Volunteers work in community service, sanitation, food and health projects with youth and adults in Southeast Asia, Latin America, Central America and the United States. Terms vary from one month to two years.

LATIN AMERICAN MISSION, INC.
285 Orchard Terrace
Bogota, NJ 07603

Involved in Costa Rica and Columbia in the areas of education, agriculture, health and social service.

LAY MISSION-HELPERS ASSOCIATION
1531 W. 9th Street
Los Angeles, CA 90015

Volunteer placements for Catholic laypersons in underdeveloped countries. Openings in agriculture, teaching, social work, health, business, etc. Applicants between 21-40. College degree not necessary. Three year period of service, living expenses provided.

LAYMEN'S OVERSEAS SERVICE, INC.
P. O. Box 5031
Jackson, MS 39216

Ecumenical organization that sends volunteer librarians, teachers, youth workers and others to work in Asia, Africa and Latin America. Participation: requirements vary with the country. Volulteers pay own expenses. Period of service lasts one to twelve months.

LUTHERAN CHURCH IN AMERICA
2900 Queen Lane
Philadelphia, PA 19129

Social service work camps and person-to-person ministry opportunities for individuals 15-20 years of age.

LUTHERAN CHURCH AND INDIAN PEOPLE OF SOUTH DAKOTA
Lutheran Social Services of South Dakota
600 W. 12th Street
Sioux Falls, SD 57104
Walter Weber, Indian Services Coordinator

Inter-Lutheran program for the development of American Indian ministries in South Dakota and surrounding areas. Sponsors Indian community live-ins, educational encounters, situational exposures and volunteer placements.

LUTHERAN WORLD FEDERATION
U.S.A. National Committee
315 Park Avenue, South
New York, NY 10010

(1947) Sponsors international service and assistance programs for vocational training centers, community development mission projects and exchange programs.

LONDON COUNCIL OF SOCIAL SERVICE
68 Chalton Street
London NW1 1JR
England

Resource for information on voluntary social service in London. Publishes an annotated directory of the organizations which welcome volunteers.

MARYKNOLL FATHERS
Maryknoll, NY 10545

Provides financial aid and technical assistance to countries in Latin America, Africa and Southeast Asia for work in health, agriculture, education and social service.

MARYKNOLL SISTERS OF ST. DOMINIC, INC.
Maryknoll, NY 10545

Supports social service, education and health programs in countries throughout the world.

MENNONITE BRETHREN MISSIONS SERVICES
315 South Lincoln
Hillsboro, KS 67063

Christian volunteer service opportunities in the United States and abroad. Openings in agriculture, child care, construction and maintenance, food services, management, medicine, office work, recreation and teaching. Participation: 18 or over with a high school degree (college degree required for some positions) and a Christian commitment. Living allowance provided. Assignments one to three years.

MENNONITE CENTRAL COMMITTEE *
21 S. 12th Street
Akron, PA 17501
Lowell Detweiler, Secretary of Personnel Services

(1920) Administers and participates in programs of agricultural and economic development, education, medicine, self-help, relief and peace in 35 countries. Over 750 individuals now in Voluntary Service - work in schools, hospitals, welfare agencies, research projects and community development in the United States and Canada; Overseas Service - supplies personnel and medical supplies; Mennonite Health Services - operates six mental hospitals in North America; Disaster Service - emergency relief; Peace Section - education. Participation: must be college graduate, living expenses provided during three year period of service.

MEXICAN MISSION MINISTRIES
P. O. Box 636
Pharr, TX 78577

Medical and social service work in Mexico.

MILL HILL MISSIONARIES, INC.
Albany, NY 12203

Provides technical and financial assistance for health, education, agriculture, social service and development projects in African, Asian and South American countries.

MISSIONARY SISTERS OF OUR LADY OF AFRICA
974 River Road
Piscataway, NJ 08854

Works with social service, health and education projects in African countries.

MORAVIAN CHURCH IN AMERICA, INC.
69 W. Church Street
Bethlehem, PA 18018

Involved with community development, education and medical programs in Nicaragua and Honduras.

MOUVEMENT CHRETIEN POUR LA PAIX
Secretariat Europeen du MCP
36, rue Louvrex
4000 Liege, Belgium

International Christian workcamps. Each camp includes 10-15 people of all nationalities. All types of work. Room and board provided.

NATIONAL AFRICAN LIBERATION SUPPORT COMMITTEE
contact through: IFCO
475 Riverside Drive
New York, NY 10027

(1972) Technical assistance to Black liberation groups in South African countries. Twenty two local chapters raise funds and involve American Blacks in efforts to unite Black people worldwide.

NATIONAL BAPTIST CONVENTION, U.S.A., INC.
701 S. 19th Street
Philadelphia, PA 19146

Supports health and education projects in West Africa.

NATIONAL CENTER FOR VOLUNTARY ACTION
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

(1970) Non-governmental organization promotes and supports volunteers and voluntary efforts nationwide. Assists communities in development of local Voluntary Action Centers, provides data on voluntary efforts everywhere through it's Clearinghouse and stimulates all levels of government to fully cooperate in voluntary efforts.

NATIONAL CHRISTIAN COUNCIL OF JAPAN
Division of Service
Japan Christian Center
551 Totsuka-Machi 1-chome
Shinjuku-ku, Tokyo 160, Japan

Sponsors projects of mission and service in Japan and abroad.

national council of the churches of christ in the u.s.a. *
475 Riverside Drive, Room 652
New York, NY 10027

Publishes quarterly listing of overseas volunteer opportunities in hundreds of fields.

NATIONAL COUNCIL OF SOCIAL SERVICE
International Department
26 Bedford Square
London WC1, England

Arranges social work opportunities in Europe. Participation: experience and knowledge of German or French required. Some fellowships available.

NATIONAL FARM WORKER MINISTRY *
1411 W. Olympic Blvd., Room 511
Los Angeles, CA 90015
Wayne Hartmire

Movement within the churches to gather people and resources to support the struggle of the farm workers. Student volunteers accepted.

Near East Foundation
64 E. 64th Street
New York, NY 10021

(1930) Provides experienced personnel to developing countries in Africa and the Middle East, for work on community and rural development programs. Technicians are experts with professional degrees and five to seven years experience. Salaried positions for two years.

NEW COMMUNITIES, INC.

NEW TRIBES MISSION, INC.
Woolworth, WI 53194

Overseas service projects in education, communications and public health.

NOTHELFERGEMEINSCHAFT DER FREUNDE E.V.
Generalsekretariat
6 Frankfurt/Main 1
Auf der Kornerwiese 5
W. Germany

International workcamps in Germany during March/April and from July through October. Participants must be 17 years of age and willing to work for a three week period. Room and board provided. German required in some placements.

OFFICE OF MISSIONARY PERSONNEL-THE UNITED METHODIST CHURCH *
475 Riverside Drive, Room 1373
New York, NY 10027

Voluntary service opportunities for work in rural and urban community centers, children's homes and institutions of the church. Open to those who have completed the sophomore year of college. Other programs are the US-2 and Overseas-3 which provide pre-career ministerial internship experiences. College graduates between the ages of 21-38 are eligible. US-2 serves a two year period in the United States, Overseasе-3 a three year period abroad.

OISCA INTERNATIONAL

2F Omi Bldg.
34 Sanko-Cho, Chinjuku-Ku
Tokyo 160, Japan

Private organization that carries out international cooperative projects in developing countries of Asia and Africa. Sends agricultural and technical experts and offers advanced technical training programs in Japan.

OPERATION CROSSROADS

P. O. Box 589
San Mateo, CA 94401

Summer opportunities for college students and graduates in racially mixed and low income white areas of San Mateo. Volunteers work individually and in teams with community organizations. Applicants housed with individual families and fed by community churches. Five week minimum period of service.

OPERATION CROSSROADS AFRICA, INC. *

150 Fifth Avenue
New York, NY 10011

(1958) Sponsors work projects in Africa where teams of North American and African students live and work together while constructing needed community facilities. To date, 3,000 persons have participated in 33 African countries. Camps last six to seven weeks in the summer. Participants pay own costs unless subsidized by home town service agency.

OPERATION EMMAÜS

8, bd Sergent-Triaire
Boite Postale 171
30011 Nimes R.P., France

(1949) Sponsors international summer workcamps in France. Projects incorporate social service work with communal living situation. Participants must be 18 years of age and willing to work at least three weeks. Room and board provided.

ÖSTERREICHISCHER BAUORDEN

A-1033 Vienna
Postfach 5, Austria

Construction and maintenance summer workcamps in Austria. Camps embody Catholic ideals, last three to seven weeks and are open to anyone 18 years or older.

OVERSEAS DEVELOPMENT ADMINISTRATION

Foreign and Commonwealth Office
Eland House, Stag Place
London SW1E 5DH, England

Recruits teachers and other professionals for work in developing countries. Appointments for two to three years.

OVERSEAS MISSIONARY FELLOWSHIP

237 W. School House Lane
Philadelphia, PA 19144

Offers assistance to Asian countries for public health and education programs.

OVERSEAS PERSONNEL RECRUITMENT OFFICE

475 Riverside Drive, Suite 432
New York, NY 10027

Seeks people for assignments with Christian churches around the world. Openings for ministers, Christian educators, teachers, professors, doctors, nurses, community developers, agriculturalists and others in Africa, Asia, Latin America and the Near East. Terms of service vary from two to five years.

PADRES

2518 W. Commerce Street
San Antonio, TX 78207

National organization of priests involved in ministry to Mexican-American communities. Seeks to raise educational levels, increase religious consciousness and improve social conditions. Publishes a newsletter, sponsors seminars, workshops and action groups throughout the United States.

PAN AFRICAN SKILLS PROJECT

contact through: IFCO
475 Riverside Drive
New York, NY 10027

(1970) Recruits skilled Blacks for development projects in Somalia, Tanzania and Zambia. Since inception has recruited 300 persons for service.

PAPAL VOLUNTEERS FOR LATIN AMERICA (PAVLA)

1401 K Street, N.W.
Washington, D.C. 20005

Assigns Catholic laypeople with technical and professional experience to teaching positions in Latin America. Volunteers placed in elementary, secondary and higher education positions, agriculture, health, technology and social service. Participation: over 21 years of age with teaching degree and one year experience. Three year placements, expenses provided.

PEACE CORPS *

Action Recruitment
Washington, D.C. 20525

(1961) International Division of Action, government sponsored international voluntary service. Placements in education, agriculture, health, architecture, engineering and development work. Two year service, extension possible. Work in 60 countries in Africa, Asia, Latin America and the Pacific.

PROGRAM
CH-9000 St. Gallen
Sternackerstrasse 10a
Switzerland

International summer workcamp that works with landscape protection in Switzerland. Volunteers work on demonstration clean up projects and road construction; provide information and instructions on alpine-pass roads, parking lots, frontier-passages, mountain-summits and alpine huts-areas. Opportunities for hiking, skiing, cycling and rescue work. Participation: 16 years or older. Minimum stay, one week. Room, board provided.

PROJECT GREEN POWER
650 Boston Post Rd.
Weston, MA 02193

Group of 100 volunteers who farm a 10 acre vegetable garden and distribute the produce to low income city residents.

PROJECT TRUST
22 Whittlesey Street
London SE1, England

Organizes community service projects in Australia, Africa, Southeast Asia and Latin America. Volunteers between the ages of 18-23.

THE QUEBEC-LABRADOR MISSION FOUNDATION, INC. *
581 Boylston Street
Boston, MA 02116

(1961) Educational and recreational foundation, working for people in isolated communities in north-eastern Canada and the United States. Provides funds for student scholarships, contruction of library facilities and purchase of radio and television sets; helps schoolboards in remote communities recruit teachers. One hundred summer volunteers live in communities from Main to Labrador and organize day camp activities for local children. Participants must be 17 years or older.

RANCH EL CAPIO
CH 1920 Martigny, Switzerland

International workcamp for 20 students willing to work on the land. Salary covers costs of room and board. One week stay required. Must speak French.

RED BIRD MISSION
Beverly, KY 40913

Project of the United Methodist Church in Appalachia. Works with spiritual, educational, medical and economic needs of the people.

REORGANIZED CHURCH OF JESUS CHRIST OF LATTER DAY SAINTS
Independence, MO 64501

Sponsors social service, health and education programs in India, Haiti, S. Korea and the Philippines.

THE ROBERT F. KENNEDY MEMORIAL
c/o The Fellows Program
1035 30th Street, N.W.
Washington, D.C. 20007
Lenny Conway, Program Director

(1968) Provides constructive outlets for the moral, intellectual and physical energies of young people. Fellows Program places persons for one year periods of service in public or private organizations working for social change. Current programs concerned with the educational rights of Chicano, Native American, delinquent and dependent children.

SALVATION ARMY/NATIONAL HEADQUARTERS
120 W. 14th Street
New York, NY 10011

Over 8,700 centers in the United States. Provides services for disaster victims, prisoners, the elderly, drug addicts, alcoholics and persons in need of housing, counseling and rehabilitation employment.

SERVICE CIVIL INTERNATIONAL
129, rue du Faubourg Poissonière
Paris, 9e, France

Sponsors short term workcamps, medium and long term voluntary service and emergency relief programs. Individuals must be 18 years of age. Room and board provided.

SERVICE CIVIL INTERNATIONAL-INTERNATIONAL VOLUNTARY SERVICE *
P. O. Box 9036
Chicago, IL 60690

(1920) International workcamp organization with branches in 24 countries. Volunteer service teams assist communities and organizations in projects involving physical labor and social service. Sponsors over 300 projects in 30 countries. Applicants should have some previous volunteer experience and be 18 years of age. Room and board provided.

SERVICE NATIONAL DE LA JEUNESSE
23 rue Notre-Dame
Luxembourg

Arranges international workcamps in Luxembourg. Accomodation provided.

SERVICE UNIVERSITAIRE CANADIAN OUTRE-MER
151, rue Slater
Ottawa, Onario, Canada

Similar to the Peace Corps. Sends volunteers to work in underdeveloped countries in Africa, Asia, Latin America and the South Pacific. Positions open for nurses, doctors, teachers, engineers and agricultural experts. Participation: must be Canadian citizen. Experience preferred. Small salary.

SE-TEJ-MEX
A.C.: Hamburgo 273 Col.
Juarez, Mexico, D.F.

International workcamps in Mexico for students aged 17-25. Social service and construction work opportunities. Room and board provided.

SHERUT LA'AM
515 Park Avenue
New York, NY 10022

Volunteer placements in Israel in industrial, health, education and welfare institutions. Participation: 20-30 years of age with college degree or two year vocational certificate. Kibbutz program of work and study includes three months intensive language instruction. Participation: 18-24 years of age.

SIDA-INFORMATION DIVISION/PERSONNEL DIVISION/RECRUITMENT DIVISION
Klarabergsgaten 6
105 25 Stockholm, Sweden

(1965) Swedish peace corps. Sends volunteers to underdeveloped countries worldwide. Volunteers must be 22 years old and have experience in their profession. Foreign applicants must be living in Sweden and speak Swedish.

SOCI COSTRUTTORI
IBO
29010-Pontenure, Italy

Year-round ecumenical workcamps in Europe and developing countries. Involves construction and maintenance projects.

SPECIALIZED MINISTRIES
Division of Christian Education
United Church Board for Homeland Ministries
Pottstown RD2, PA 19464

Arranges voluntary service opportunities in the United States for people 18 and older. Service categories include work with institutional care, community services, inner city churches and neighborhood houses. Living expenses paid for one year service period.

ST. PAUL GOSPEL MISSION
235 E. 7th Street
St. Paul, MN 55101

Welfare services for people in the St. Paul area. Over 500 volunteers run six youth centers, a vocational training and housing program for male pensioners, a camp and food wagons. Provides legal, medical and dental services to community residents.

STICHTING INTERNATIONALE WERKKAMPEN
Breestraat 53
Leiden, the Netherlands

Organizes about 15 international summer workcamps in the Netherlands. Camps last two to three weeks, open to anyone 18 years or older. Room and board provided.

TAIZE COMMUNITY
71460 Taize Community
France

(1940) Ecumenical community of approximately 70 brothers of different nationalities and religions. Brothers temporarily live and work in poor communities in Africa and Latin America. Community holds international week-long celebration annually for persons 18-29 years of age.

TECHNICAL ASSISTANCE INFORMATION CLEARING HOUSE
American Council of Voluntary Agencies for Foreign Service, Inc.
200 Park Avenue, South
New York, NY 10003

Center for information on the overseas socioeconomic development programs of United States voluntary agencies, missions, foundations and other non-profit organizations. Directory of agencies and programs available.

TECHNOSERVE, INC.
P. O. Box 409
Greenwich, CT 06830

(1969) Non-profit technical assistance organization. Advises individuals in developing countries who want to initiate locally owned, self-help enterprises. Proposed enterprises must be directly beneficial to local communities to receive assistance.

TECHO
P. O. Box 1200, Scarborough Rd.
Briarcliff Manor, NY 10510

Sends volunteers to work with the poor in community projects in Latin America. Sponsors projects in Chile, Brazil and Argentina.

THE THOMAS A DOOLEY FOUNDATION, INC.
442 Post Street
San Francisco, CA 94102

(1961) Self-help assistance to developing countries in Asia in the areas of community development, medicine and health education. Opportunities for service in positions designated by the countries. Participation: volunteers must have two years of experience beyond formal education. No language requirement. All expenses plus monthly stipend.

THOMAS MERTON CENTER

TOC H
41 Trinity Square
London EC3N 4DJ, England

Arranges summer, short term community and social service work in Great Britain. Room and board provided.

UGANDA VOLUNTARY WORKCAMPS ASSOCIATION
Headquarters: 17/19 Jinja Rd.
P. O. Box 3367
Kampala, Uganda

(1964) Sponsors social service and self-help construction and manual labor workcamps. Participation: open to anyone 17 years or older, volunteer pays most costs, housing provided.

UNESCO COORDINATING COMMITTEF FOR INTERNATIONAL VOLUNTEER SERVICE
6 rue Franklin
75 Paris 16e, France

Publishes: Directory of Organizations Concerned with International Voluntary Service, describes programs of 276 service organizations; Summer Project List, workcamp projects from April through October; Winter Project List, workcamps between October and April.

UNESCO TECHNICAL ASSISTANCE RECRUITMENT
Institute of International Studies
U.S. Office of Education
Washington, D.C. 20202

(1946) Technical assistance programs in developing countries in: teacher education, curriculum, methods and materials, national educational planning and financing, engineering education, and natural resources research and documentation. Participation: advanced degrees and experience required. Appointments for one or two years. Salaried positions.

UNION FRANCAISE DES CENTRES DE VACANCES ET DE LOISIRS
Siege National
54 rue du Theatre
75015 Paris, France

(1907) Opportunities for short term social service work with children and youth, ages 6-18. Participants must be 18 years old and speak French.

UNION MAROCAINE DES ASSOCIATIONS DE CHANTIERS
BP 778
Agdal-Rabat, Morocco

Information on voluntary social service projects in Morocco.

UNITARIAN UNIVERSALIST SERVICE COMMITTEE
78 Beacon Street
Boston, MA 02108

Sends volunteers to Africa, Asia, Europe and Latin America to work in education, public health and social work. Participants should have professional training/experience. Room and board provided.

UNITED ANDEAN INDIAN MISSION
475 Riverside Drive
New York, NY 10027

Social service and community development projects in Ecuador.

THE UNITED CHURCH BOARD FOR WORLD MINISTRIES
475 Riverside Drive
New York, NY 10027

Arranges overseas placements for volunteer personnel through contacts with organizations in over 50 countries and the United States.

UNITED CHURCH OF CANADA
85 St. Clair Avenue, East
Toronto, Ontario M4T 1M8, Canada

Summer service projects include drop-in centers for teens, surveys, vacation schools, work with Indian people, camp and recreational programs and coffee houses. Participants serve 2 to 6 weeks, must be 17 or older. Room and board provided.

UNITED COMMUNITY SERVICES OF METROPOLITAN BOSTON
14 Somerset Street, Beacon Hill
Boston, MA 02108

Clearinghouse for volunteer service opportunities in civic, cultural and social welfare programs in the Boston Area. Voluntary Action Center publishes listings of current volunteer opportunities.

UNITED FARM WORKERS

UNITED METHODIST VOLUNTARY SERVICE-BOARD OF MISSIONS OF THE UNITED METHODIST CHURCH
475 Riverside Drive, Third Floor
New York, NY 10027

Helps people locate opportunities for service in poverty programs, race relations, community development and service. Participation: open to anyone 18 years or older.

> "I was hungry and you gave me food, I was thirsty and you gave me drink...."
>
> MATTHEW 25:35

UNITED NATIONS ASSOCIATION FOR INTERNATIONAL SERVICE (UNAIS)

93 Albert Embankment
London SE1 7TX, England

Works for friendship and understanding between people of different countries. Provides qualified and skilled volunteers in Britain and developing countries abroad. Overseas service sends teachers, engineers, medical personnel, agriculturalists, administrators, community development workers and others to South America, French West Africa and Western Pacific Islands. Two year period of service. Room, board and small salary provided. Medium and short term volunteer placements can be arranged in international work camps and community action programs in Britain and abroad. Work also available in Camphill Movement Villages (see listing for Camphill Village, USA).

UNITED NATIONS VOLUNTEERS

United Nations Development Program
866 United Nations Plaza
New York, NY 10017

(1971) Provides technical assistance to developing countries through international volunteer service. Volunteers work on projects in agriculture, architecture, electronics, export product design, water resource use and wildlife conservation. Must be 21 years old, competant in skills required, obtain sponsorship from a volunteer-sending organization or qualify for assistance from the Special Voluntary Fund.

U.S. YOUTH CONSERVATION CORPS

VERMONT CONFERENCE OF THE UNITED CHURCH OF CHRIST, INC.

285 Maple Street
Burlington, VT 05401

Summer service supervising and/or teaching in Christian education programs in communities in the state. Open to seminary or college students who have completed two years of school. Room, board and salary provided.

VIET-NAM VOLUNTARY YOUTH WORKCAMPS

4, Duy Tan Room 6
Saigon, Viet Nam

Short and long term international workcamps for construction, carpentry and road repair. Participants must be between 18-35 years of age.

VISTA

ACTION
Washington, D.C. 20525

(1964) Domestic arm of Action. Opportunities for volunteer service in rural and urban areas, Indian reservations and migrant camps. Volunteers work with community and economic development, health, education and social services. Subsistence salary plus $75/month.

VOLUNTARY SERVICES ASSOCIATION OF TURKEY

P.K. 254 Osmanbey
Istanbul, Turkey

Organizes international workcamps and tourist camps in Turkey. Volunteers 16-28 years old, work a period of 20 days. Room and board provided.

VOLUNTARY SERVICE BUREAU

Bryson House
28 Bedford Street
Belfast BT2 7FE, N. Ireland

Works to aid the handicapped, young and socially disadvantaged. Volunteers work one year. Applicants should be 18, no experience necessary. Subsistance salary.

VOLUNTARY SERVICE, PRESBYTERIAN CHURCH, U.S.

341 Ponce de Leon Avenue, N.E.
Atlanta, GA 30308
Cas M. Robinson, Director

Resource broker. Lists volunteer service opportunities in many areas. Uses information on the skills and interests of the prospective volunteer, compiles a dossier and sends to various employers.

VOLUNTARY SERVICE PROGRAMS

General Conference Mennonite Church
722 Main Street, Box 347
Newton, KS 67114

Voluntary service opportunities for one to three years in the United States and overseas. Placements in community development, construction, business administration, agriculture, health, social work and ministry. Overseas programs: Pax, for single men 20 years and older, work with community development, agriculture, construction and relief goods distribution; TAP, teachers abroad program for anyone with college degree. Teaching certificate not required to teach in Africa, Newfoundland, Bolivia or Jamaica. Doctors, nurses, agriculturalists, veterinarians, also needed. Living expenses provided.

VOLUNTARY WORKCAMPS ASSOCIATION OF GHANA

P. O. Box 1540
Accra, Ghana

(1956) Construction workcamps in rural areas. Participation: open to anyone 16 years and older. Room and board provided.

VOLUNTARY WORKCAMPS ASSOCIATION OF NIGERIA

P. O. Box 2189
Lagos, Nigeria
Ezekial Brown, Secretary General

Organizes community development projects involving manual labor throughout the country. Also international summer workcamps for work and travel.

VOLUNTEER APPALACHIAN SERVICE TEAMS (VAST)-UNITED METHODIST CHURCH
Hinton Rural Life Center
P. O. Box 27
Hayesville, NC 28904

Volunteers assigned in teams of two to Appalachian community service projects. Training at Hinton Rural Life Center, two month summer appointment. Participation: one year of college study required. College credit possible.

VOLUNTEERS FOR INTERNATIONAL DEVELOPMENT (VID)
16 Ionia, S.W.
Grand Rapids, MI 49502
Thomas Jackson, Executive Director

(1971) Recruits volunteers for social and economic development programs in Asia, Africa and Latin America. Teachers, agriculturalists, nutritionists, and highly qualified persons selected and placed with UN agencies and departments of host governments. Two year term. All living and travel expenses provided. Also coordinates placements for summer volunteers in underdeveloped countries in the Caribbean, Africa and South America in community development projects, building roads and housing. Participation: 18 years and willing to serve a 5 to 10 week term. Volunteers must pay half their costs. College credit possible.

VOLUNTEERS IN TECHNICAL ASSISTANCE
College Campus
Schenectady, NY 12308
William Nagle, President

(1960) Responds to requests for professional assistance and technical guidance for economic and social development projects in the United States and in developing countries. Service provided by 8,000 volunteer mid-career specialists employed by businesses and institutions.

WESTERN MICHIGAN COOPERATIVE MINISTRY
P. O. Box 336
Hesperia, MI 49421
John H. Rozendaal, Director

Ecumenical ministry for farm workers, youtn, the elderly and the poor in western Michigan. Summer volunteer positions open. Small salary, housing and transportation provided.

THE WINANT AND CLAYTON VOLUNTEERS, INC.
815 Second Avenue
New York, NY 10017

(1948) American volunteers, 18 or older, spend summer term of service in Britain in youth clubs, settlement houses, playgrounds and street programs with young children, teenagers and elderly citizens. Volunteers pay own expenses.

THE WISCONSIN ALLIANCE
1014 Williamston Street
Madison, WI 53703

Organizes farm brigades of two to four peeople who live and work on small farms in Wisconsin for a week, two weeks or longer during the summer. Volunteers need no previous experience or qualifications.

WORLD BROTHERHOOD EXCHANGE
Lutheran Council in the U.S.
315 Park Avenue, South
New York, NY 10010

Volunteer service opportunities in the fields of community development, youth work, business, administration, education and health in the United States and overseas. Terms of service vary from two weeks to two years. Housing provided.

WORLD NEIGHBORS, INC.
5116 N. Portland Avenue
Oklahoma City, OK 73112

Supports a variety of social service, education and development projects worldwide.

WORLD PRESBYTERIAN MISSIONS, INC.
901 N. Broom Street
Wilmington, DE 19806

Overseas service programs in agriculture, health, community development and social service in Latin America, Africa and Asia.

YMCA WORLD SERVICE WORKER
YMCA International Committee
291 Broadway
New York, NY 10007

Arranges two year assignments for men and women with YMCAs throughout the world. Participation: college degree and experience in social work, physical education, recreation, camping. Room, board and salary provided.

YOUTH DIVISION OF THE COMMONWEALTH SECRETARIAT
Marlborough House
Pall Mall, London, England

Information on programs in the Caribbean: the Dominica Regional Youth Camp, Jamaica Youth Service, Guyana National Service and organizations in Trinidad and Tobago.

YOUTH ORGANIZATIONS UNITED, INC. (YOU)
912 6th Street, N.W.
Washington, D.C. 20001

Voluntary experiences with inner city groups.

ZAMBIA YOUTH SERVICE
The Commandent
Zambia National Service
P.O.B. 2251
Lusaka, Zambia

Information on workcamps in Zambia.

INFORMATION ON WORK CAMPS/SERVICE PROJECTS

ASSOCIACAO ACADEMICA DE COIMBRA
Seccao de Intercambio Coimbra, Portugal

ASSOCIATION CONGALESE DES COMPAGNONS BATISSEURS
B.P. 863
Lulluabourg, Democratic Republic of Congo

ASSOCIATION POR LA PROMOTION DES CHANTIERS EN TURQUE
TCKTD
Asiyah Cad. 4
Bebek, Istanbul, Turkey

AUFBAUWERK DER JUGEND
Rennweg 17B,
A-6010, Innsbruck, Austria

BELEGHATA CHATTRA SANGSAD
88/1 Raja Rajendra Lal Mitra Rd.
Calcutta 10, India

BHARA SEVAK SAMAJ
9 Theatre Communications Building #1
Connaught Circus
New Delhi, India

BRETHREN SERVICE COMMISSION
1451 Dundee Avenue
Elgin, IL 60120

CARAVANES DE LA JEUNESSE
25 Boulevard de L'Empereur
Brussels, Belgium

CHANTIER JEUNESSE MAROC
25 Avenue Madagascar
Rabat, Morocco

COMITE NATIONAL DES BRIDAGES DE VOLONTAIRES EN BULGARIE
Stamboliisky 11
Sofia, Bulgaria

CONGRESS SEVA DAL
All India Congress Committee Youth Dept.
7, Jantar Mantar Rd.
New Delhi, India

CYPRUS NATIONAL YOUTH COUNCIL
192 Ledra Street
Nicosia, Cyprus

DEPARTAMENTO DE EXTENSION CULTURAL
Casille 51
Turija, Bolivia

FEDERACION DE ESTUDIANTES DE CHILE
Avenida Bernardo O'Higgins 634
Santiago, Chile

FREIE DEUTSCHE JUGEND
Unter den Linden 36-38
Berlin W.8, W. Germany

FRIENDS SERVICE COUNCIL
Workcamps Committee
Friends House, Euston Rd.
London N.W.1, England

GROUPES INTERNATIONAUX DE TRAVAIL EN ISRAEL
Case Postale 31, 1211 Aire,
Geneva, Switzerland

GRUPOS JUVENILES DE TRABAJO VOLUNTARIO
Instituto General Martin Guemes
Los Aromos 243, El Palomar
Buenos Aires, Argentina

INTERNATIONAL BOUWORDE
Naamsteenweg 573
Haverlee, Belgium

INTERNATIONAL UNIVERSITY EXCHANGE FUND
P. O. Box 131
1211 Geneva, Switzerland

INTERNATIONAL UNGDOMSUDVEKSLING
Norre Sogade 21-23
Copenhagen K, Denmark

INTERNATIONAL VOLUNTARY ASSOCIATION FOR LABOR CAMPS
Runebergink 3A4,
Helsinki, 4, Finland

INTERNATIONELLA ARBETSLAG
Adlerbethsgatan 13
112-55 Stockholm, Sweden

JEUNESSE ET RECONSTRUCTION
10 Rue de Trevise
Paris 9e, France

JEUNESSE RURAL DU CAMEROUN
B.O. 315
Yaounde, Cameroon

JUVENTUD POR NATIONES UNIDAS
Casilla de Correos 22, Sucursal 23
Buenos Aires, Argentina

KOREAN WORK CAMP CONFERENCE
IPO Box 3305
Seoul, Korea

LES VOLONTAIRES AU TRAVAIL
B.P. 59
Palime, Republic of Togo

MADRAS STUDENT SOCIAL SERVICE LEAGUE
7 Pulla Reddy Avenue
Madras 29, India

MELLEMFOLKELIGT SAMVIRKE
Noorebrogade 88
2200 Copenhagen, Denmark

MENNONITE VOLUNTARY SERVICE
Eysseneckstrasse 54
6 Frankfurt/Main, W. Germany

MINISTRY OF PUBLICATIONS AND PUBLIC WORKS
Employment Division
Siltasaarenkatu, Helsinki, Finland

MOCIDADE PORTUGUESA
Servicio de Intercambio
Largo de Sao Domingos
Lisbon 2, Portugal

NATIONAL COUNCIL OF HUNGARIAN YOUTH
Work Camps Commission
Balassi Balint u. 16
Budapest V, Hungary

NATIONAL STUDENTS FEDERATION OF TURKEY
Babiali Cad. 40, Cagaloglu
Istanbul, Turkey

NETHERLANDS STUDENTS' BUREAU FOR INTERNATIONAL COOPERATION (NESBIC)
Morsingel 4
Leiden, Netherlands

NEW ZEALAND VOLUNTARY WORKCAMPS MOVEMENT
c/o Paul Knight
11 Cobden Rd.
Napier, New Zealand

NIGERIA VOLUNTARY SERVICE ASSOCIATION
Office of the Military Governor
Idaban, Nigeria

PAKISTAN WORKCAMPS ASSOCIATION
Karmi Kunja 332
Shajahanpur (North)
Dacca 14, Pakistan

POLISH NATIONAL COMMITTEE FOR COOPERATION OF YOUTH ORGANIZATIONS
40 Smolna
Warsaw 43, Poland

RASHTRA SEVA DAL
417 Sardar Patel Rd.
Bombay 4, India

SCOTTISH UNION OF STUDENTS
Voluntary Service Dept.
54 Lothian St.
Edinburgh 8, Scotland

SERVICE CIVIL INTERNATIONAL
No. 7, Kirula Place
Colombo 5, Ceylon

SERVICE CIVIL INTERNATIONAL
35-11 Nakui 3-chone
Nerima-ku, Tokyo 176, Japan

SERVICE NATIONAL DE LA JEUNESSE
169 rue de la Loi
Brussels, Belgium

TÜRKIYE GONÜLLII HIZMETLER DERNEGI
Aslyah Cad. 4, Bebek
Stanbul, Turkey

TÜRKIYE SOSYAL HISMET VE ARASTIRMA DERNEGI
Hal Sokak 7, Sihhiye
Ankara, Turkey

UNIÓN DE FEDERACIONES UNIVERSITARIAS DE CHILE
Estado 115, Of. 704
Santiago, Chile

UNION DE LA JEUNESSE TUNISIENNE
10 Rue de Rome
Tunis, Tunisia

Archaeological digs, forestry.

UNIÓN LATINOAMERICANA DE JUVENTUDES EVANGÉLICAS
Caixa Postal 2969
Curitiba Pr., Brazil

UNION OF YUGOSLAV YOUTH
Bulevar, Lenjina 6
Belgrade, Yugoslavia

UNITED NATIONS ASSOCIATION OF GREAT BRITAIN AND NORTHERN IRELAND
International Service
93 Albert Embankment
London SE1, England

VOLUNTARY WORKCAMPS ASSOCIATION OF LAGOS
P.O. Box 2189
Lagos, Nigeria

WORLD ASSEMBLY OF YOUTH
39-41 Rue d'Arlon
Brussels, Belgium

WORLD UNION OF JEWISH STUDENTS
59 Russell Square
London W.C.1, England

WORLD UNION FOR PROGRESSIVE JUDAISM
Youth Section
51 Palace Court
London, W.2, England

ZRZESZENIE STUDENTOW POLSKICH
ul. Ordynaca 9
Warsaw, Poland

YOUTH

ALASKA CHILDREN'S SERVICES
4600 Abbott Rd.
Anchorage, AK 99502

Offers five programs: halfway house, residential program for adolescent girls, center to provide family and daycare for preschool children, residential program for children with behavior problems and residential center for emotionally disturbed adolescent boys.

APPALACHIAN SOUTH FOLKLIFE CENTER
P. O. Box 5
Pipestem, WV 25979

Sponsors boarding school for orphans and high school drop outs, educational and cultural programs in the community and an annual folk festival.

BIG BROTHERS OF AMERICA
220 Suburban Station Bldg.
Philadelphia, PA 19103

(1904) Associations in most large cities in the United States provide opportunities for adult men to be "big brothers" to fatherless boys between the ages of 8-17.

BOY SCOUTS OF AMERICA
North Brunswick, NJ 08902

(1916) Informal educational programs for boys aged 8-18, combining experience with learning in physical fitness, crafts, survival skills, volunteer service. Program administered by over 490 locally financed councils. Has approximately 6,300,000 members and 4,200 professional staff.

BOYS CLUBS OF AMERICA
771 First Avenue
New York, NY 10017
Fredrick D. Koehler, Director, Recruitment and Placement Services

(1860) Projects for boys 7-16, provide volunteer services in hospitals, institutions for the aging, the handicapped and in community service programs. Men, 20 years and over, needed as program aides to work with boys and to support the clubs.

CAMP FIRE GIRLS, INC.
1740 Broadway
New York City, NY 10019
Leslie Verter, Public Relations Coordinator

Community service training for girls age 6-17. Emphasis on programs in inner city organizations, special summer recreation programs, migrant work camps, tutorial programs and leadership training.

DEPT. OF CHILDREN AND YOUTH SERVICES
Personnel Office
345 Main Street
Hartford, CT 06115

(1969) Statewide program for rehabilitative care for delinquent youth. Community programs directed toward preventative treatment, providing counselling services and supervised care.

ENCAMPMENT FOR CITIZENSHIP, INC.
2 W. 64th Street
New York, NY 10023

(1946) Six week encampment programs for youth, ages 15-18 and 17-20. Incorporate work on social action projects, community involvement, seminars and lectures, and residential living situations. Held in communities in New York, Colorado, Texas and New Mexico. Participants come from many racial and economic backgrounds. Scholarship aid available.

4-H INTERNATIONAL PROGRAMS

GIRL SCOUTS OF THE U.S.A.
830 Third Avenue
New York, NY 10022

(1912) Informal educational programs and service projects for girls between the ages of 7-17. Utilizes over half a million volunteer workers and 2,500 paid staff.

GIRL'S CLUBS OF AMERICA, INC.
133 E. 62nd Street
New York, NY 10021

National youth organization, serving more than 115,000 girls in 177 member club operations throughout the United States and Canada. Programs for girls provide volunteer service opportunities, physical fitness, outdoor activities and craft skills.

HINTON RURAL LIFE CENTER

HUCKLEBERRY HOUSE
c/o Youth Advocates, Inc.
3830 Judah Street
San Francisco, CA 94122

One of many houses in the country that provide counseling and services for runaway youth. Makes available a nationwide listing of runaway houses.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH
36 W. 44th Street
New York, NY 10036

Fosters the creation of programs which involve the commitment of high school age people. Bulletin, Resources for Youth, describes programs and possibilities initiated by young people throughout the United States.

NATIONAL COMMITTEE ON EMPLOYMENT OF YOUTH
145 E. 32nd Street
New York, NY 10016

Private organization concerned with programs and services that deal with the transition of youth from school to work. Includes training, counseling, work experience, placement, job development, summer jobs, apprenticeship and remedial education. Services involve research, staff training, technical assistance, demonstration programs and information services.

NATIONAL COUNCIL OF THE YOUNG MEN'S CHRISTIAN ASSOCIATIONS OF THE U.S.A. (Y.M.C.A.)
291 Broadway
New York, NY 10007

Programs offered in 2,000 centers nationwide. Activities include recreation and education counseling and instruction for young men.

NATIONAL SERVICE SECRETARIAT
5140 Sherrier Place, N.W.
Washington, D.C. 20016

Information on youth service learning programs. Publishes quarterly, the National Service Newsletter.

RED CROSS YOUTH SERVICE PROGRAMS
National Red Cross Headquarters
18th and D Street, N.W.
Washington, D.C. 20006
F. Jane Catton, National Director

Provides opportunities for volunteers to serve in daycare centers, orphanages, nursing homes, recreational sites, and in promotion of health and safety programs. Also participates in leadership development centers and work in intercultural domestic action teams.

RUNAWAY HOUSE
c/o Special Approaches in Juvenile Assistance
1830 Connecticut Avenue, N.W.
Washington, D.C. 20009

(1968) Provides counseling and short term housing for runaway youth.

SIOUX YOUTH DEVELOPMENT ASSOCIATION, INC.
P. O. Box 124
Eagle Butte, SD 57625

(1970) Operates a group-care facility for neglected youth on the Cheyenne River Sioux Reservation. Out-reach programs serve 30 communities in a three million acre area. Summer intern positions available.

SPECIAL APPROACHES IN JUVENILE ASSISTANCE
1830 Connecticut Avenue, N.W.
Washington, D.C. 20009

Concerned with alternative work programs, opportunities and life styles. Support and operate runaway houses, group foster homes, free schools, daycare centers, free job placement centers, nationwide training programs, community programs to develop economic cooperatives and job apprenticeship programs for young people. Participation: people who have experience or skill in counseling youth, in working with collectives or in organizing community activities. Room, board and small stipend provided.

UNITED STATES YOUTH COUNCIL
1221 Connecticut Avenue, N.W.
Washington, D.C. 20036

(1946) Affiliate of the World Assembly of Youth. Promotes international cooperation between youth of the United States and other countries. Encourages international programs, seminars, exchanges, youth study teams, internships and technical assistance to Asia and Africa.

VOYAGE HOUSE
2041 Walnut Street
Philadelphia, PA 19103

Works with inner city youth. Arranges short term housing, offers counseling, job and legal assistance.

WORLD YOUNG WOMEN'S CHRISTIAN ASSOCIATION, HEADQUARTERS
37, Quai Wilson
1201 Geneva, Switzerland

Made up of 80 national YWCA's. Seeks to build a fellowship of women, and to promote understanding and cooperation between people of different nationalities. Occasional volunteer placements open with national affiliates. Living expenses paid for one year assignments.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF AMERICA (YWCA)
National Board
600 Lexington Avenue
New York, NY 10022

Activities include work with the socially, economically and culturally disadvantaged, program and activity centers, classes and skill groups, camping and physical fitness programs, low-priced meals and accomodation.

YOUTH DEVELOPMENT PROGRAM-BOTSWANA
National 4-H Headquarters
7100 Connecticut Avenue
Washington, D.C. 20015
Mel Thompson, Associate Director

(1967) Exchange programs in Botswana, organized and developed by American graduates with 4-H experience. Volunteers between 20-30 years of age and willing to stay in the country for one year. Two years preferred. Room, board provided.

PUBLICATIONS

Bibliography of North American Indians, Aleuts and Eskimos. Commission on Voluntary Service and Action, 475 Riverside Drive, Room 665, New York, New York, 10027.

Bibliography on Volunteers in Medical/Health Programs. Commission on Voluntary Service and Action, 475 Riverside Drive, Room 665, New York, New York, 10027.

The Community Market Cooperative Catalogue. New York: Alfred A. Knopf, 1973.
Catalogue of goods and services produced by communities, communes, collectives and cooperative groups in North America.

Directory of National Voluntary Health Organizations. The American Medical Association, 535 N. Dearborn St., Chicago, Illinois, 60610.

The Directory of Population Research and Study Centers in the United States, 1972-73. Planned Parenthood Population, 18 Seventh Ave., New York, New York, 10019.

Directory of Selected Training Facilities in Family Planning and Allied Subjects. IPPF, 18-20 Lower Regent St., London S.W.1, England.

Directory of Service Organizations. National Service Secretariat, 5140 Sherrier Place, N.W., Washington DC, 20016.

French, S. R. Yellow Pages of America, New Rochelle, New York: Heller and Son, 1974. ($5.00)

Haimes, N. (ed.). Helping Others: A Guide to Selected Social Service Agencies and Occupations, New York: The John Day Co., 1974.

Invest Yourself. Commission on Voluntary Service and Action, 475 Riverside Drive, Room 665, New York, New York, 10027.
A catalogue of service opportunities in the U.S. and abroad.

Johnson, W. L. (ed.). Directory of Special Programs for Minority Group Members, 1974: Career Information Services, Employment Skills Banks, Financial Aid, Garrett Park, Maryland: Garrett Public Press.

Pearl, A. and Riessman, F.. New Careers for the Poor, The Nonprofessional in Human Service, New York: The Free Press, 1965.

Population Institute. The Population Activists Handbook, New York: MacMillan Publishing Co., 1974.

Selected Bibliography on Appalachia and Rural Poverty. Commission on Voluntary Service and Action, 475 Riverside Drive, Room 665, New York, New York, 10027, 1968.

Service Directory of National Voluntary Organizations. The National Assembly for Social Policy and Development, Inc., 345 E. 46th St., New York, New York, updated annually.

Source Collective. Source Catalogue-Communications, Chicago: Swallow Press, Inc., 1971.
Describes organizations and resources in the following areas: mass media, art, music, film, theater, video, communications, printing and publications.

Source Collective. Source Catalogue: Communities/Housing, Chicago: Swallow Press, Inc., 1972.
Describes resources and organizations in the field of housing.

Source Collective. Organizing for Health Care: A Tool for Change, Boston: Beacon Press, 1974.
Describes organizations and resources in the health field.

Technical Assistance Programs of U.S. Non-Profit Organizations. Technical Assistance Information Clearing House of the American Council of Voluntary Agencies for Foreign Service, Inc., 200 Park Ave. S., New York, New York, 10003.

Voluntary Help Wanted for War on Poverty Projects. Washington DC: Information Center, Office of Economic Opportunity, published annually.

Win Magazine, 339 Lafayette St., New York, New York, 10001.
Offers articles and news on alternative lifestyles, education, politics, peace and nonviolence issues. Six issues per year.

LATE ADDITION

VOLUNTEERS IN ASIA
Clubhouse Building (part of the Old Student Union), Box 4543
Stanford, CA 94305

Volunteer assignments for undergraduates and college graduates in Indonesia, Taiwan, Japan and the Philippines. Undergraduates serve for 6-12 months, live with Asian families and work as English language teachers in schools and in health and craft institutes. Room and board provided. Graduate assignments provide opportunities to work with education or development projects for a 2 year period. Room, board and transportation provided. Both programs include pre-departure training in language, area studies, cross-cultural and work skills.

B. Alternatives

FUTURISTICS

ALTERNATIVE ENVIRONMENTAL FUTURES
316 W. 88th Street
New York, NY 10024

Composed of architects, urban planners, designers and media people concerned with innovative environments, alternative life styles and communications.

CENTER FOR INTEGRATIVE STUDIES
c/o John McHale
State University of New York
Binghampton, NY 13901

Research and coordination aimed at discovering future implications for present day technology.

THE COMMITTEE FOR THE FUTURE, INC.
130 Spruce Street, Suite 17B
Philadelphia, PA 19106

Sponsors public participation and planning process called SYNCON. Brings individuals and groups from around the world, together to share ideas and develop tools to shape the future. Publishes a regular newsletter and New Worlds Magazine.

INSTITUTO RICERCHE APPLICATE DOCUMENTAZIONE E STUDI (INSTITUTE FOR APPLIED RESEARCH, DOCUMENTATION, AND STUDY)
Via G. Paisiello
6-00198
Rome, Italy

(1967) Research and study directed toward understanding "the man of tomorrow and the social environment in which he will be called to operate." Disseminates findings through publications, courses and conferences.

WORLD FUTURE SOCIETY ✽
4916 St. Elmo Avenue (Bethesda)
Washington, D.C. 20014

"Association for the study of alternative futures. Publishes a bimonthly journal, The Futurist, sponsors conventions, meetings, study tours, book and employment services.

NEW TOWNS/COMMUNITIES/CITIES

AUROVILLE
Pondicherry 2, India

(1968) International "city of universal culture." Over 350 citizens in residence working to build a self-sufficient city-state based on the principles of Sri Auribindo (Indian mystic, poet and philosopher). Planned to provide housing, education, work, food, leisure and a creative environment for 50,000 people. Project has support of the Indian Government and UNESCO.

COMMUNITARIAN VILLAGE
Rt. 1, Box 191
Oroville, CA 95965

Group living and working collectively with the goal of building a village-sized community. Members are living on one of four interim sites until a permanent site can be acquired and developed. Publish newsletter and magazine, Communities.

COSANTI FOUNDATION/PAOLO SOLERI
6433 E. Doubletree Rd.
Scottsdale, AZ 85253

PAOLO SOLERI ✽
COSANTI FOUNDATION

Innovative architectural, city planning and construction project to house 3,000 people in a model city. Anyone may apply to work on the construction for a six week or full summer period. Participation fee charged. Publishes newsletter, Arcosanti.

EXPERIMENTAL CITIES I
1001 Rivas Canyon Rd.
Pacific Palisades, CA 90272

Seeks solutions to urban problems in new and existing cities through the application of advanced technology and research. Now working on the building and design of a model city for 30,000-50,000 people - a working illustration of their theories.

FREEDOM VILLAGE, INC.
P. O. Box 4792
Greenville, MS 38701

New town being built in rural Missouri. Twenty-five families located on 80 acres. Uses self-help and job training programs to build houses, store, recreation center, restaurant and industry (Freedom-craft Ceramics).

> "Two roads diverged in a wood, and I ~
> I took the one less traveled by ~
> And that has made all the difference."
>
> ROBERT FROST

FUTURE VILLAGE PROJECT
Box 41
Woodville, VA 22749

Alternative project working to create a Future Village where work and wages will be disassociated, people will live in equality and a non-polluting environment. Planned for inner city - Blacks, Chicanos, Indians and whites. Villagers will undergo 1-3 year training period before entering the Village. Looking for staff with skills in law, ecology, fundraising, engineering and architecture.

INTERNATIONAL RE-EDUCATION FOUNDATION
44 Page Street
San Francisco, CA 94102

Works to promote a better society based on good human character and a deeper understanding of the meaning of human life. Projects include building and developing an International Ideal City on 600 acres in California and operating the International Pioneer Academy, which sponsors graduate programs for the education of leaders. Hosts international exchange programs, sponsors classes, weekend seminars, publishes a newspaper and magazine.

THE ISLAND NATION
1312 N. Stanley Avenue
Los Angeles, CA 90046

Research and development project of the graduate school of the Pacific Institute for Advanced Studies. Seeks to develop a lifestyle congruent with the ecology of nature. Envisions the creation of tribal units throughout the world. The first tribe, Xanadu, located near Escondido, California. Units are intentional communities built after careful economic planning, with the help of members.

LIVING COMMUNION ASSOCIATION
39,000 Route 128
Cloverdale, CA 95425

Community in the planning stages. Located on 1,000 acres of land in northern California. Being built on an "ecologically and spiritually sound basis."

THE NEW CITY PROJECT
c/o Cambridge Institute
56 Boyleston Street
Cambridge, MA 02138

New town based on decentralist and communitarian principles. City projected for 30,000 people. Prospectus for the project can be obtained from Cambridge Institute.

NEW TOWN PROJECT
95 Fayerweather Street
Cambridge, MA 02138

New community based on principles of decentralized community/worker controlled industry, communally owned possessions, involvement in social change activities, democratic self-administering institutions and the use of alternative sources of energy. Plans to begin with 25-50 people on 150-300 acres. Population projected to reach 2,000-4,000 in 10-20 years.

PAHANA TOWN FORUM
629 State Street
Santa Barbara, CA 93101

704 Whiteaker Street
Cottage Grove, OR 97424

(1972) Action-oriented, environmental, community organization. New town to be built and planned by residents. Forum has over 4,000 members who have succeeded in starting an ecologically sound, human centered demonstration community on 1,200 acres in Oregon (the Cerro Gordo Project). Sponsors seminars, general meetings and publications. Seeks to be a liason between the Cerro Gordo Project and other alternative communities.

VOCATIONS

ALTERNATIVES
Box 20626
Greensboro, NC 27420

(1973) Emphasis on discovering new ways of living, working, celebrating and bringing about social change. Current projects focus on: alternatives for celebrations - publishing the Alternate Christmas Catalogue; corporate responsibility - publishing the Corporate Action Guide; middle class family lifestyle alternatives and alternatives to legislative irresponsibility.

NEW HUMAN SERVICES INSTITUTE
184 Fifth Avenue
New York, NY 10010

Clearinghouse for publications and information dealing with new careers programs.

SHANTI CENTER
1407 N. Van Ness
Fresno, CA 93728

Umbrella organization of the San Joaquin Valley Vocations for Social Change, Green Tree Press, Joyous Struggle NRG, Fresno Chapter-Peace and Freedom/People's Party, Fresno War Tax Resistance. Provides publications, films and other information on Movement issues and groups.

UNCAREERS
298 b. Pershore Rd.
Birmingham 5, England

Publishes Directory of Alternative Work, listing opportunities with information/help services, community action, cottage industries, education and human welfare projects in Great Britain.

vocations for social change
P. O. Box 13
Canyon, CA 94516

Information resource on alternative lifestyles, vocations and social change. Operates vocational counseling centers and publishes bimonthly magazine, Work Force.

RESOURCES

THE NATIONAL CAREER DEVELOPMENT PROJECT OF UNITED MINISTRIES IN HIGHER EDUCATION
627 Taylor Street #22
San Francisco, CA 94102

NEW CAREERS DEVELOPMENT CENTER
184 Fifth Avenue
New York, NY 10010

PUBLICATIONS

Bolles, R. What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers, Berkeley, California: Ten Speed Press, 1975.

Crystal, J. and Bolles, R. Where Do I Go From Here With My Life?, New York: Seabury Press, 1974.

The Futurist. World Future Society, P.O. Box 19285, Twentieth St. Station, Washington DC, 20036.

Ginn Jr., R. J. New Direction, A Guide to Opportunities in the Area of Social Change and Other Vocational Alternatives, Boston: Harvard University, Office for Graduate and Career Plans.

The Green Revolution: Perspectives on Major Problems of Living. School of Living-West, 442½ Landfair Ave., Los Angeles, California, 90024.

Grimstad, K. and Rennie, S. (eds.). The New Woman's Survival Catalogue, New York: Coward, McCann and Geoghegan/Berkeley Publishing Corp., 1973. ($5.00)

Hotch Pot, Box 2492, Cleveland, Ohio, 44112.
National Journal for the Workers Movement in Human Services. Resource for information concerning organizations working within the counter culture, especially those that are working in the areas of law, health and welfare rights.

Marien, M. (ed.). The Hot List Delphi, Syracuse: The Educational Policy Research Center, Syracuse University Research Corporation, 1972.
"An Exploratory Survey of Essential Reading for the Future."

Task Force on Alternatives in Print. Alternatives in Print 73-74, San Francisco: Glide Publications, 1973.

Theobald, R. Futures Conditional, Indianapolis: Bobbs-Merrill Co., 1972.

Working Loose. American Friends Service Committee, 2160 Lake St., San Francisco, California, 94121, 1971. ($1.95).

"If heaven made him ~ earth can find
some place for him."

CHINESE PROVERB

"The man with no love still lives in death country.
The brother hater is a man-killer, and you know
that no man-killer has spiritual life residing
in him."

THE COTTON PATCH VERSION, I JOHN

"He who feels punctured,
must once have been a bubble."

TAO TE CHING

Archimedes, "Give me a fulcrum and
I will move the world."

Diogenes, "Will it be better off in
some other place?"

"I only asked if you are aware of what
you are doing.
I didn't say you shouldn't be doing it."

UNKNOWN

"It is one thing to be amazed at a gorgon
or a griffin, creatures which do not exist ~
It is quite another and much higher thing
to be amazed at a rhinocerous or a giraffe,
creatures which do exist and look as if
they don't."

G.K. CHESTERTON

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III~PERSONAL GROWTH

OPPORTUNITIES AND EXPERIENCES WHICH FACILITATE THE UNDERSTANDING AND GROWTH OF THE SELF IN RELATION TO OTHERS, NATURE AND THE SPIRITUAL LIFE. BASICALLY, A SERVICE-TO-SELF.

A. Growth Centers

GROWTH CENTERS

ADVENTURE TRAILS SURVIVAL SCHOOL
Laughing Coyote Mountain
Black Hawk, CO 80422
T. D. Lingo

Training in neural cybernetics, brain self control.

ANDERSON RESEARCH FOUNDATION, INC.
3968 Ingraham Street
Los Angeles, CA 90005

Sponsors research in the physical, mental, emotional, spiritual, religious, philosophical and nutritional approaches to "life enhancement." Most activities carried on through The Psychodrama Institute of Los Angeles and The Anderson Research Center. Public lectures, seminars, courses and research projects make up the major part of the activity of the Research Center. Activities include: sensory awareness, brain wave research, meditation, group healing, co-therapy, pairing and re-experiencing past lives.

ARCANA WORKSHOPS
407 N. Maple Drive, Suite 214
Beverly Hills, CA 90210

Group meditation and training center. Offers meditation training through weekly workshops and correspondence courses.

ASSOCIATES FOR HUMAN RESOURCES
Box 727
Concord, MA 01742

Consulting and educational organization that focuses on gestalt-oriented psychology. Offers assistance and training in problem solving and decision making, human relations training, leadership training, organizational analysis and evaluation. Institute offers workshops, weekend encounters, professional development seminars and extended training programs. Three month intern program available.

THE ASSOCIATION FOR HUMANISTIC PSYCHOLOGY
325 Ninth Street
San Francisco, CA 94103

(1962) Publishes information on colleges offering humanistically oriented programs, on growth centers and other related activities. The worldwide list of humanistic schools available for a small fee.

ASSOCIATION FOR RESEARCH AND ENLIGHTENMENT, INC.
Box 595 Atlantic Avenue & 67th Street
Virginia Beach, VA 23451

Founded to research and disseminate information on the work of Edgar Cayce.

ATHENA CENTER FOR CREATIVE LIVING
2308 Smith Avenue
Aliquippa, PA 15001

Offers courses in meditation, yoga, growth techniques, dancing, writing, organic farming.

BRIDGE MOUNTAIN FOUNDATION
11780 Alba Road
Ben Lomond, CA 95005

Offers weekend, week and month long residence programs in Gestalt, encounter, wilderness trips, dance, exercise, breathing and psychosynthesis.

CASTALIA
29 Hubbard Drive
White Plans, NY 10605
Kenneth L. Phillips, Asst. Director

Summer seminar in Switzerland centers on the writings of Hesse and Jung. Includes studies in comparative religions, mythology, humanistic psychology, group process and lessons in yoga and film making. Fifty participants admitted to the program on an open admission basis. Faculty/participant ratio is 2:1.

CENTER FOR EDUCATION AND RESEARCH
Box 2307
Leucadia, CA 92024

Center for parapsychology research. Activities include testing and investigations of psi phenomena, a repository for precognition reports, evaluation and certification of sensitivity and guidance counseling.

CENTER FOR GESTALT LEARNING
Auchinachie Road
Duncan, British Columbia, Canada

Seminars in Gestalt therapy, awareness and learning, at the Center and throughout the United States and Canada. Concerned with designing new and creative programs for the scientific, cultural and educational fields.

CENTER FOR THE WHOLE PERSON
1633 Race Street
Philadelphia, PA 19103

R.R. #4, Box 86C
Mays Landing, NJ 08330

Sponsors a variety of 1 - 3 day workshops and follow-up programs involving encounter group techniques.

COLD MOUNTAIN INSTITUTE

Manson's Landing
Cortes Island, British Columbia, Canada

Box 2884
Vancouver 3, British Columbia, Canada

Sponsors weekly workshops on Eastern and Western philosophy, yoga, bio-energetics and self-awareness. Resident Fellow Program accepts 10 participants per year for period of intense involvement and learning in all aspects of the community. Applicants must have previous group experience. Cost of the program includes tuition, room and board.

COLLEGE OF CREATIVITY

P. O. Box 278
Tijeras, NM 87059

Six month to two year training program in "CREATIVITY!." Courses teach basic techniques of "creative clearing, realization of the self through intensive application and mind and body clearing". Home study and intensive summer courses available.

THE CREATIVE INITIATIVE FOUNDATION

2555 Park Blvd.
Palo Alto, CA 94306

(1968) Non-profit educational foundation. Purposes are to research the educational processes by which men and women can learn to be more creatively responsive and to initiate experimental programs aimed at helping solve the human problems of the world. Several thousand people participate annually in courses and seminars.

DIALOGUE HOUSE ASSOCIATES, INC.

45 W. Tenth Street
New York, NY 10011

(1966) Personal growth through group workshops, counseling and private endeavor. Stresses the use of an "intensive journal" and specialized method of journal feedback. Programs conducted regularly throughout the country.

EMERSON COLLEGE

Forest Row
Sussex RH185JU, England
John Davy, Assistant Principle

Adult Center of training and research based on the work of Rudolf Steiner. Applicants expected to have completed a college degree or two years work experience.

ESALEN INSTITUTE

1793 Union Street
San Francisco, CA 94123

Big Sur, CA 93920

Explores trends in philosophy, religion, education, physical and behavioral sciences which emphasize the values and potentialities of human existence. Activities consist of residential programs, seminars, workshops, consulting and research.

FELLOWSHIP FARM

Route 3
Pottstown, PA 19464

Offers courses and training in human relations, alternative lifestyles and social change.

GEORGE OHSAWA MACROBIOTIC FOUNDATION

1471 10th Avenue
San Francisco, CA

Provides information on the macrobiotic way of life - a philosophy of diet, health and well-being.

GESTALT INSTITUTE OF CANADA

Box 779
Chemainus, British Columbia, Canada

Programs combine Gestalt with community living in month-long workshops open to families. In College House Program and Residential Training Programs, for people who have had some experience in therapy and want intensive 3 month experience.

THE GESTALT INSTITUTE OF CLEVELAND, INC.

12921 Euclid Avenue
Cleveland, OH 44112

(1955) Training for professionals and lay persons on the principles and application of the Gestalt approach. Institute has extended and applied this approach to educational practice, family life, community organization and planning, architecture, environmental design and creative life planning. Special off-campus programs offered for college students.

GESTALT INSTITUTE OF SAN FRANCISCO

1719 Union Street
San Francisco, CA 94123

Gestalt seminars and workshops, leadership training and counseling for professionals.

GHOST RANCH

Abiquiu, NM 87510
James W. Hall, Director

National Adult Study Center of the Board of Christian Education of the United Presbyterian Church. Summer program consists of a series of seminars on paleontology, sociology, theology, education, history, liturgy, music, psychology, international, environmental and professional concerns. During the year the Ranch carries on a program of conservation and land-use education on its 21,000 acres, supports a continuing program of community organization and cultural education. College Work-Study Program open to students who have completed at least 2 years of college.

GROUP RELATIONS ONGOING WORKSHOPS (GROW)
312 W. 82nd Street
New York, NY 10024

Training institute conducts group experiences and specialized programs that "apply group therapy methods and group processes to the more effective delivery of human services." Group process is major learning mode. Accredited by the American Council on Schools and Colleges. Programs last from 9 weeks to 2 years.

HAROLD INSTITUTE
P. O. Box 11024
Winston-Salem, NC 27106
Charles Babcock, President

Disseminates information on the work of Preston Harold, author of The Shining Stranger and The Single Reality.

HIGH POINT FOUNDATION
1001 E Rosecrans Avenue
Compton, CA 90221
Edith R. Stauffer, Director

Seminars, workshops, weekly classes, weekend retreats for individuals seeking to develop their human potential. Meditation, awareness training, nature walks, drama, creative movement and group encounter are used.

HOUSTON CENTER FOR HUMAN POTENTIAL
1214 Miramar
Houston, TX 77006

Gestalt community offering 6 week summer workshops and one month intensive training in residential setting.

THE HUMAN DIMENSIONS INSTITUTE
4380 Main Street
Buffalo, NY 14226

(1967) Programs focus on the development of human potential through public lectures, seminars, workshops and experience groups. Arranges tours with the Wrekin Trust, a charitable foundation concerned with spiritual knowledge through short residential conferences in Britain.

HUMANIST INSTITUTE
1430 Masonic Avenue
San Francisco, CA 94117

HUMANIST INSTITUTE

Concerned with personal and spiritual growth. Approach includes work with dreams, fantasy and art, intensive encounter, meditation and instruction in Eastern and Western spiritual disciplines, retreats, organic living, Gestalt and Jungian experience, awareness training, grounding humanistic readings. Offers full time resident program, graduate programs, ongoing groups, individual sessions and intensive seminars.

THE INTERSCIENCE WORKSHOP
Box 3218
Santa Monica, CA 90403

Reichian bioenergetics.

THE INTERNATIONAL ACADEMY FOR CONTINUOUS EDUCATION
Sherborne House
Sherborne near Cheltenham
Glos. GL54 3DZ, United Kingdom

Ten month course includes spiritual and psychological exercises, techniques for improving mind and body, methods of regulating emotional sex life. Course of 80-100 students, 18 years and older.

INTERNATIONAL CENTER FOR SELF-ANAYLSIS
102 David Drive
North Syracuse, NY 13212
Margaret Coble, Director

Centers and groups exist for the realization and manifestation of inner peace through meditation and self-analysis. Publishes international directory of centers.

INTERNATIONAL FOUNDATION FOR PSYCHOSYNTHESIS
Suite 901, Medical Plaza
10921 Wilshire Blvd.
Los Angeles, CA 90024
Robert Gerard, President

Dedicated to integrating Europian, American and Eastern approaches of psychological growth; developing educational methods and psychotherapeutic techniques to further the process of synthesis; dissemination of information through publications, conferences, workshops and lectures.

LABORATORIES FOR HUMAN DEVELOPMENT
9661 Gans Avenue N.E.
Canton, OH

Three day workshops in personal growth and organizational development. Held throughout Ohio.

THE LOVE PROJECT
4470 Orchard Avenue
San Diego, CA 92107
Diane Pike, Coordinator

Links together individuals, provides them with opportunities to "get in touch with their individual inner beauty, to develop and utilize their strengths. . . and to experience themselves as unique and active contributors to the universal tide of love." Holds workshops and retreats, arranges travel experiences in the United States, Europe and the Middle East for groups of seekers. Publishes a regular newsletter.

MANN RANCH SEMINARS

P. O. Box 570
Ukiah, CA 95482
Larry T. Thomas, Director

Spring, summer and fall seminars in Jungian and transpersonal psychology, mythology, religion, philosophy, cultural history, women's programs and the arts. Serminars and workshops are residential programs. Work-study scholarships available.

THE MARTINUS INSTITUTE

Mariendalsvej 94-96
DK-2000 Copenhagen F., Denmark

(1935) Focuses on the teachings of Martinus, Danish writer and philosopher. Kosinos Holiday Center offers summer vacation and recreation opportunities with educational courses. Capacity of 400 guests. Sponsors an International Week for students from the United States and Europe.

MIAMI FRIENDS OF TEILHARD DE CHARDIN

1030 Northeast 128th Street
Miami, FL 33161
Pauline Harden, Chairperson

Dedicated to furthering the work of Pierre Teilhard de Chardin through research and dissemination of information. Publishes an international monthly newsletter, yearly journal. Produces and loans tapes and slides, offers book and record service.

MOUNTAIN INSTITUTE FOR MAN

Gold Hill
Boulder, CO 80302

Winter: 201 E. Chestnut
Chicago, IL 60611
c/o Charles G. Arnold

Week long summer seminars seeking solutions to ethical, social and biological problems. Camps provided for children ages 1-18. Costs vary.

NAROPA INSTITUTE

1111 Pearl Street
Boulder, CO 80302

Provides an environment in which the Eastern and Western intellectual traditions can interact. Courses in Buddhist studies, meditation, sensory awareness, t'ai ch'i chuan, dance, art, music and in the humanities, social and physical sciences. Summer courses offered on a non-credit basis, for graduate and undergraduate credit.

THE NATIONAL CENTER FOR THE EXPLORATION OF HUMAN POTENTIAL

8080 El Paseo Grande
La Jolla, CA 92037

(1968) Conducts research, trains facilitators, develops model programs and disseminates information in the field of human potentialities.

NATIONAL TRAINING LABS INSTITUTE (NTL) *

1201 Sixteenth Street N.W.
Washington, D.C. 20036

(1947) Offers consulting, publishing and educational programs that deal with the application of behavioral research to problems of individuals and organizations. Founded to serve as a focal agency in developing the laboratory method of learning group dynamics. Programs deal with individual development, group processes, social change and organizational behavior.

new england center

Box 575
Amhearst, MA 01002

Workshops on different facets of encounter and human potential. Offers an internship program in a Gestalt oriented community and comprehensive listing of resources for humanizing education.

oasis

Midwest Center for Human Potential
6 W. Ontario Street
Chicago, IL 60610

Educational institute for experiential approaches to human understanding and awareness. Programs and workshops include encounter groups, Gestalt groups, meditation, sensory awareness, transactional analysis, yoga, psychic experiences, body movement, non-Western religious insights and philosophers.

ONTOLOGICAL THOUGHT

P. O. Box 328
Loveland, CO 80537

Sponsors educational programs for helping individuals reach their full potential through training classes held each spring and summer at a ranch near Loveland. Public meetings and private consultations held in Ontology Centers in various parts of the country. Publishes a monthly journal, Ontological Thought.

THE PELLIN INSTITUTE

S. Nicola A. Mare
84060 Montecorice
Italia
Ieva and Peter Fleming

(1972) Three month training programs and four week workshops in the Gestalt process.

PENDLE HILL *

338 Plush Mill Road
Wallingford, PA 19086
Dorothy Fradley

Quaker center for study and contemplation. Sponsors year-round resident seminars, classes and public lectures for non-residents. Topics on leisure, life styles, mysticism, history of Quakerism, craft skills, dance and others. Tuition includes room and board. Resident sessions last 11 weeks.

PHENOMINON OF MAN PROJECT, INC.
8932 Reseda Blvd., Suite 204
Northridge, CA 91324

(1962) Primary purpose is to make known the ideas of Pierre Teilhard de Chardin, develop a greater concern for the role of Christianity and other religious traditions in shaping the future of man. Makes available audio-visual seminar programs, small group workshops and retreats.

THE PIEDMONT SUMMER PROGRAM
Box 6129
Winston-Salem, NC 27109

Encounter sessions and three week training periods for professionals interested in practical application of group methods.

THE PROSPEROS
144 Fourth Street
Santa Monica, CA 90401

School that offers classes, meetings, personal counseling and home study courses designed to teach people how to think and recognize their inner identities.

PSYCHOSYNTHESIS INSTITUTE
150 Doherty Way
Redwood City, CA 94062

(1969) Supports research and disseminates information on the principles and applications of psychosynthesis. Offers theoretical and practical training.

PSYNETICS FOUNDATION
1212 East Lincoln Avenue
Anaheim, CA 92805
Walter Tipton, Director

Psynectics is the science of mind and/or soul. Interested in knowledge and wisdom of science, philosophy, parapsychology and religion if beneficial to physical, mental, emotional and spiritual development. Sponsors seminars, workshops, public lectures, social activities, audio-visual educational programs, counseling services, recreational opportunities and retreats.

Quest
5000 Connecticut Avenue, N.W., Suite 237
Washington, D.C. 20008

Personal growth workshops, Gestalt and encounter.

RENAISSANCE CENTER
P. O. Box 3094
San Diego, CA 92103

Summer workshops, Gestalt, bioenergetics, encounter psychodrama and transactional analysis.

SEMINARS IN GROUP PROCESSES
7433 S.W. Garden Home Rd.
Portland, OR 97223

Workshops in Gestalt therapy, human sexuality, transactional analysis and bio-energetics.

SIGHT POINT INSTITUTE
Box 1156, Reed College
Portland, OR 97202
Alan Walworth

Study center and summer community for intellectual and scholarly seminars/conversation/informal classes and outdoor living. Accomodation in tents and cabins.

SOUTHERN CALIFORNIA SOCIETY FOR PSYCHICAL RESEARCH, INC.
170 South Beverly Drive, Room 314
Beverly Hills, CA 90212

Promotes and disseminates scientific psychical research. Programs encompass lectures and study groups.

SPIRITUAL COMMUNITY
P. O. Box 1080
San Rafael, CA 94902

Communications center. Publishes state-by-state listing of spiritual growth centers, natural foodstores, restaurants, metaphysical bookstores in the United States and Canada.

THE TRAINING CENTER FOR HUMAN RESOURCES
Quail Hill, Box 548
Pinehurst, NC 28374

Workshops and seminars involving sensitivity training, personal growth and encounter groups.

UNIVERSITY ASSOCIATES
P. O. Box 615
Iowa City, IA 52240

Conducts personal growth laboratories, professional development workshops and human relations training; consulting and publishing.

VIEWPOINTS INSTITUTE, INC.
8970 Norma Place
Los Angeles, CA 90069
Ethel Longstreet, Director

([illegible]3) Established to help people develop theories of self-knowledge in order to cope in a rapidly changing society. Courses and training workshops in organismic awareness, transcendental experience, mental and physical health, self development and creative group interchange.

WELL SPRINGS
11667 Alba Road
Ben Lomond, CA 95005

Program for the handling of inner and outer tensions. Process based on techniques for relaxing the body and for releasing emotional expression through artistic mediums. Open all year for individuals, families, conferences and small groups. Trainee-work scholarships available.

RESOURCES

ACADEMY OF PARAPSYCHOLOGY AND MEDICINE
314A 2nd Street
Los Altos, CA

GESTALT ASSOCIATES
2811 Wilshire Blvd., Suite 408
Santa Monica, CA 90403

THE INSTITUE OF BIOENERGETIC ANALYSIS
71 Park Avenue
New York, NY 10016
Alexander Lowen and John Pierrakos, Directors

PARAPSYCHOLOGY FOUNDATION, INC.
29 W. 57th Street
New York, NY 10019

THE PSYCHOSYNTHESIS RESEARCH FOUNDATION
527 Lexington Avenue, Room 314
New York, NY 10017

"A root is a flower that disdains fame."
K. GIBRAN

"Behold, I do new things ... I will make a
new way in the wilderness and
rivers in the desert." ISAIAH 43:19

B. Intentional Communities

RURAL

BEAR TRIBE
c/o "Many Smokes"
P. O. Box 5895
Reno, NV 89503

Living in tribal communities supported by farming, foraging and gathering, and guided by Indian land ethics. Eighteen living areas in California. Children are raised and educated communally.

COMMUNITY OF THE ARK
La Borie Noble
France

(1941) Community whose ideals and activities are based on natural harmony, Gandhian non-violence and handicrafts.

COOMBS NATURAL FARM
Route 202
Troy, ME 04987

Organic farming community which does not use farm machinery. People welcome to come and live and learn in exchange for work.

THE GARDEN OF JOY BLUES
Route 3
Birch Tree, MO 65438

Commune on 80 acres in the Ozarks. Members have private quarters, share in gardening, raising small animals and making crafts. Willing to teach their skills to anyone interested.

GOOD EARTH HOMESTEAD
P. O. Box 15
Dobbins, CA 95935

Community of people who hold individual pieces of land, but share work, ideas, tools and activities. No rules, by-laws, or preconditions to membership. Each family financially responsible for own land.

HEATHCOTE CENTER
Route L, Box 129
Freeland, MD 21053
Mildren J. Loomis, Director

Rural educational center for homesteading, intentional community and decentralist alternatives. Regular seminars, conferences and work programs offered. Affiliated with the School of Living.

KOINONIA PARTNERS

LIME SADDLE
Route L, Box 191
Oroville, CA 95965

Social change farm commune. Works with people living in rural communities.

MAPLEVILLE ORGANIC FARM
Cross Creek, New Brunswick,
Canada

Summer "earthskills workshops" designed to give participants firsthand knowledge and insight into theory and practice of organic farming and homesteading. Publishes quarterly newsletter that lists work opportunities on homesteads in Canada.

MISTY MOUNTAIN HOMESTEAD
Box 237
Leslie, AR 72645

Intentional community in the Ozark Mountains. Explores alternative living structures, power sources, organic gardening, animal husbandry and craft industries.

PEOPLE'S FARM
Route 1, Box 125 A
Brown, AL 36724

Organic farm in a rural Black community in Alabama. Twenty two members involved in subsistence farming and social action activities. Welcome help from groups of 3-15 individuals for one week work periods.

ROCKBOTTOM FARM
Stratford, VT 05072

Organic farm commune located on 300 acres. New members welcome.

Rocky Hollow Herb Farm
Box 215
Lake Wallkill Road
Sussex, NJ 07461

Organic farm emphasizes self-observation and awareness based on the ideas of Gurdjieff. The farm also trains and shows purebred Arabian horses.

SPRINGTREE COMMUNITY
Route 2, Box 50-A-1
Scottsville, VA 24590

Alternative community provides living/working/study arrangements for five students every quarter. Affiliated with Campus Free College. Members are qualified to teach college level English, history, physics, economics, French and engineering; skilled in ecology, organic gardening and construction. Placements available for teachers in community free school.

SUNRISE HILL FREE SCHOOL
Route 3, Box 70
Davenport, WA 99122

(1963) Intentional community. Students and community members equally involved in planning, curriculum, building construction, gardening, gathering and leathercrafts....

TWIN OAKS ✻

Louisa, 'A 23093

(1967) Intentional community based on the book, Walden II. Community supports itself through agriculture, industry and work for wages in a nearby city. Two settlements comprise the community. Open to visitors and new members.

WALDEN THREE

c/o The Communitarian
Annex Station Box 969
Providence, RI 02901

(1970) Intentional community based on the science of human behavior, as defined by B.F. Skinner. Publish The Communitarian, bimonthly magazine that describes communes, co-ops, collectives, and new concepts and theories dealing with human efforts to build a better world.

WHITE ROOTS OF PEACE

URBAN

AQUARIUS PROJECT

Box 4013
Berkeley, CA 94704

Seeks to facilitate the growth of intentional communities which will develop advanced scientific and technological tools as part of the counter-cultural movement. Willing to give advice to interested individuals.

INSTITUTE MOUNTAIN WEST

2096 Emerson Street
Denver, CO 80205

Community of people living and working together for social change through non-violent means. Classes, pot-luck suppers and library open to all with similar interests. Rooms available for people to live and share in the work.

koinonia ✻

P. O. Box 5744
Baltimore, MD 21208

(1951) Spiritual-educational center. Community has places for 30 permanent residents and 30 students on the Alternative Semester program. Combines a community learning experience with the freedom to pursue individually designed learning programs and opportunities for volunteer service. Offered three times a year and open to anyone 18 years of age. College credit arranged.

THE LIFE CENTER

1006 South 46th Street
Philadelphia, PA 19143

Intentional non-violent community composed of Quakers and non-Quakers who live in collectives in the Philadelphia area. Groups involved in different areas of work for radical social change. Offers a training program that involves work in non-violent projects and communal living situation. Nine months to a year in duration.

NEW COMMUNITY PROJECTS

32 Rutland Street
Boston, MA 02118

Intentional community directed toward developing alternative life styles and comparative living arrangements. Offers consulting and facilitating services to help communes deal with interpersonal issues, individual counseling and referral services. Information available on legal assistance, co-ops and real estate.

ONE

1830 Howard Street
San Francisco, CA 94103

Community of artists, architects, designers, teachers and others who have built a warehouse and made it a place to live and grow. Projects include a free school, media center, computer operation, art and craft workshops, massage and meditation rooms, Musicians' and Education switchboard for employment information, Alternative Employment Agency and a San Francisco city switchboard.

SOURCE

SURUBAN PARTNERS

WINDSOR LEARNING COMMUNITY

309 S.E. 7th Street
Gainesville, FL 32601

Loosely structured group of people who pursue individual courses of study. Community membership based on motivation, the ability to develop and pursue independent projects. No age limits. Families with small children discouraged.

PUBLICATIONS

Bibliography of Intentional and Small Communities. Yellow Springs, Ohio: Community Service, Inc.

Commune Directory, Anthropos, Box 667, Coral Gables, Florida.

Communities. Twin Oaks, Box 426, Louisa, Virginia, 23093.
Bimonthly magazine describing communes, co-ops, collectives and concepts dealing with human efforts to build a better world.

Fairfax, R. Communes Europe and Communes Japan, Alternatives Foundation, P.O. Drawer A - Diamond Heights Station, San Francisco, California, 94131, 1972.

Fairfield, R. Communes U.S.A.: A Personal Tour, Baltimore: Penguin Books, Inc., 1972.

An Intentional Community Handbook. Community Fellowship, Box 243, Yellow Springs, Ohio, 45387.

List of Intentional Communities. Heathcote Community, Rt. 1, Box 129, Freeland, Maryland, 21053.
State by state listings with brief annotations.

The Mother Earth News, Box 38, Madison, Ohio, 44057.

The Whole Earth Catalogue, 558 Santa Cruz Ave., Menlo Park, California, 94021.

> "The Christian alternative has not been tried
> and found wanting ~
> It has been found difficult ~ and left untried."
>
> G.K. CHESTERTON

> "The most beautiful thing we can experience
> is the mysterious.
> It is the source of all true art and science."
>
> ALBERT EINSTEIN

C. Religious and Spiritual Life

COMMUNITIES

ANANDA
Alleghany Star Route
Nevada City, CA 95959

(1966) Yoga oriented spiritual community of about 110 people of all ages, situated on 650 acres of land in California. A 72 acre public meditation retreat is open year-round as a center for hatha yoga instruction and meditation.

BROTHERHOOD OF THE SUN
Flores Flat
Gibralter Road
Santa Barbara, CA 93105

A religious commune dedicated to meditation. Requirements for participation on the farm are: daily work on the land; abstenance from tobacco, alcohol, drugs and meat; participation in regular group meditation; and fee for room and board. Work roles within the community are traditional - men work in trades and women do cooking and hold part-time jobs.

THE CATHOLIC WORKER FARM
Tivoli, NY

(1936) Represents the first House of Hospitality opened by the Catholic Worker Movement (see listing) in a rural community. Provides a retreat from the city and hospitality for travelers and those in need. Located on 90 acres of land, it houses a community of 25 - 30 individuals in winter and up to 150 in the summer. Also hosts conferences during the summer.

THE CHRISTIAN HOMESTEADING MOVEMENT
Oxford, NY

Catholic organization whose purpose is to educate and prepare people for community living. Operates a Homesteading Training and Experimental Center to help members gain a knowledge of simple living, herbs, crafts, tools, Christian customs and philosophies. Some programs open to non-members. Membership open only to male Catholics.

COMMUNITY 33 - INSTITUTE FOR THE THEOLOGICAL STUDY OF CULTURAL REVOLUTION
418 E. 66th Street
Kansas City, MO 64131

Purpose is to understand the dynamics and directions of the cultural revolution from a commited theological stance, to strategize new models for society, sponsor resident training for persons commited to this task, and provide a base for the development of a theological community.

emmaus
241 E. 116th Street
New York, NY 10029

Intentional Christian community located in Spanish Harlem. Works toward alternative life styles that focus on non-violence. Sponsors weekend retreats on resistance and non-violent strategies, weekly seminars on Movement issues and general survival skills. Volunteers welcome.

FAIRVIEW MENNONITE HOUSE
1505 Fairview
Wichita, KS 67203

Communal group whose interests and activities center around experimental life styles, peace work and housing rehabilitation.

FELLOWSHIP OF ST. MICHAEL
c/o Furlano Farm
Route 1
Desoto, WI 54624

Evangelical, ecumenical, residential community. Focus is on worship.

JUBILEE COMMUNITY
Route 4, Box 128
Temple, TX 76501

Jewish community based on Skinner's Walden Two. Located on 88 acres in Texas, seeks to be self-sufficient. Members must have a commitment to "Jewish identity."

KARMA DZONG MEDITATION CENTER
1111 Pearl Street
Boulder, CO 80302

Community for living and studying Tibetan Buddhism. Seminars, lectures, individual instruction, retreats and meditation. Publication, "Garuda" details all activities.

KOINONIA PARTNERS
Route 2
Americus, GA 31709

(1942) Intentional Christian community concerned with providing cottage industry and self-help in housing and farming. Stable residential community. Accepts college volunteers for summer and long term work experience.

L'ABRI FELLOWSHIP FOUNDATION
Chalet Le Melezes
1861 Huemoz Sur Ollon
Switzerland

Permanent community, living, working and seeking answers to modern day living based on Biblical Christianity. Students may visit for three month periods. Program consists of full participation and work in the community, combined with individualized programs of study under the English tutorial system.

LAMA FOUNDATION
Box 444
San Cristobal, NM 87564

Intentional community for the awakening of consciousness. Members practice Zen, Christianity, Yoga, Sufism, etc. Supported by monthly payments from members, cottage industries, gardens and a subscription service.

MADONNA HOUSE APOSTOLATE
Combermere
Ontario, Canada

Center of the oldest Lay Apostolate in North America. Christian community of men, women and priests dedicated to a "life of Poverty, Chastity and Obediance." Three year training program open to individuals between the ages of 20 - 35. Program emphasizes academic, spiritual and practical training - women in housekeeping and domestic skills; men in carpentry, car mechanics, electical work, maintenance and farming. Summer volunteer openings.

MAUI ZENDO OF THE DIAMOND SANGHA, INC.
R.R. 1, Box 220
Haiku, HI 96708

Zendo of twelve people. Work/meditation/counseling. Students welcome to participate in evening sessions. New residents accepted when space is available.

PADMA-LING MONASTERY
c/o Tibetan Nyingmapa Meditation Center
2425 Hillside Avenue
Berkeley, CA 94704

(1969) Tibetan monastery offers instruction on Tibetan Vajrayana teachings to approximately 180 students. Seminars offered quarterly.

PLOW CREEK FELLOWSHIP
R.R. 2
Tiskilwa, IL
Conrad Wetzel

Residential Anabaptist community, commited to worship, fellowship and the discovery of harmonious lifestyles.

SOCIETY OF BROTHERS
Woodcrest, Rifton, NY 12471

New Meadow Ruin, Farmington, PA 15437

Evergreen, Norfolk, CT 06058

Darvell, Robertsbridge, Sussex, England

Residential communities dedicated to Christian discipleship.

SURUBAN PARTNERS
704 1/2 Ninth Street
P.O. Box 2842
Durham, NC 27705

Community of people 20-65 years of age living in a transitional neighborhood. Established craft store to market products of community residents, Vietnamese Children's Fund, woodworking industry, conferences on Christian discipleship and various community projects. Plan to initiate a rural housing program, work with senior citizens and inmates in North Carolina prisons.

TAIL OF THE TIGER
Star Route
Barnet, VT 05821

Community with farm and facilities for the study of Tibetan Buddhism. Offers private instruction, retreats, public seminars, lectures and a summer camp for children ages 8 - 15.

THIRD LIFE CENTER
385 Bellevue Avenue
Oakland, CA 94610
Bob Miller

Ecumenical, residential community of married and single persons. Focus is on adult education.

THOMAS MERTON CENTER
R.R. 3
Magog, Quebec, Canada

Meditation and spiritual center that provides an environment for Christians, Tibetan Buddhists, Hindus, Moslems and others. Offers 4 week meditation courses and summer volunteer program. Volunteers help with construction and farm work, must observe a monastic schedule.

THE VINEYARD
Box 5
Summers, AR 72769
Fr. Daniel Gorham

Religious community of Catholic, Episcopal and Eastern Orthodox faiths. Community accepts residential and non-residential members, families, clergy or single individuals. Focus is on fellowship, worship and life-style modifications.

ZEN CENTER
(Maha-Bodhisattva-Zendo)
300 Page Street
San Francisco, CA 94102

Residential center. Visitors and new students encouraged to spend one week trial period. Acceptance based on personal letter and visit. Publishes Wind Bell three times a year. Affiliated Zendos in Berkeley, Los Altos, Mill Valley and Monterey. List of meditation centers in the United States available.

ZEN CENTER OF ANNANDALE
c/o Richard Clark
Bard College
Annandale-on-Hudson, NY 12504

Residential center for the practice and discussion of Zen. Daily lectures and individual help. Students help with expenses. Not affiliated with Bard College.

ZEN MOUNTAIN CENTER
Tassajara Springs
Carmel Valley, CA 93924

(1967) Intentional community for the practice of Zen and living/working/farming in a wilderness area. Participation: individuals must have practiced meditation for six months with a recognized center before applying. Spring and summer facilities for guests available.

PROMOTING ORGANIZATIONS

AMERICAN VEGAN SOCIETY - AHIMSA
Malaga, NJ 08328

Emphasizes life styles and philosophies based on a reverance for life. Opposes killing or cruelty to animals. Publishes monthly magazine on vegetarian diets.

THE BISHOP PIKE FOUNDATION
P. O. Box 712
Littleton, CO 80120

Centers in California and Colorado sponsor seminars, courses, retreats and training sessions aimed at actualizing human potential. Yearly tours to Israel and the Middle East are part of the program. Publishes New Focus, a bimonthly magazine.

ECKANKAR
Box 5325
Las Vegas, NV 89102

(1965) Correspondence courses, written materials and individual instruction on the "ancient science of soul travel."

ECUMENICAL INSTITUTE

THE KUNDALI RESEARCH FOUNDATION
10 East 39th Street
New York, NY 10016

Scientific and scholarly research on Kundalini, the Hindu concept of a higher state of consciousness. Affiliate of the Research Institute of Kundalini at Srinagar, Kashimir, India.

THE PHILOSOPHICAL RESEARCH SOCIETY
3910 Los Feliz Blvd.
Los Angeles, CA 90027
Manly P. Hall, President

(1934) Research in the areas of philosophy, psychology and comparative religions. Activities include quarterly seminars, lectures and workshops, and publication of a journal.

SPIRITUAL FRONTIERS FELLOWSHIP
National Headquarters
800 Custer Avenue
Evanston, IL 60202

(1956) National organization established to develop understanding of prayer, spiritual healing, parapsychology, re-incarnation, karma and the "ageless wisdom." Addresses of the local branches available on request.

SPIRITUAL UNITY OF MAN FELLOWSHIP
3215 W. 81st Street
Inglewood, CA 90305

Work for a synthesis and unity of spiritual or religious expression through development of small groups for study and meditation.

STUDENTS INTERNATIONAL MEDITATION SOCIETY
1015 Gayley Avenue
Los Angeles, CA 90000

Seeks to awaken interest and provide instruction in transcendental meditation.

WORK OF THE CHARIOT
7113 Hawthorn
Hollywood, CA 90028

523 South Lucerne Blvd.
Los Angeles, CA 90020

Group of practicing semitic mystics engaged in the collection, unification and translation into English of the Scriptures and major mystical texts of the Hebrew, Christian and Islamic traditions. Conducts meditation groups and publishes research.

RESOURCES

FELLOWSHIP OF RELIGIOUS HUMANISTS
Humanist Center
Yellow Springs, OH 45387

INTERNATIONAL SOCIETY FOR KRISHNA CONSCIOUSNESS
3764 Watseka Avenue
Los Angeles, CA 90000

KRISHNAMURTI FOUNDATION OF AMERICA
193 E. Ojai Avenue, Box 216
Ojai, CA 93023

MEDITATION GROUP FOR THE NEW AGE
P. O. Box 566
Ojai, CA 93023
Florence M. Garrigue, Director

SUFI ORDER
Mento Garden
410 Precita Avenue
San Francisco, CA 94100

Centre De L'Ordre Soufi Internationale
23 Rue De La Tuillerie
92 Suresnes, Seine, France

TEACHING CENTERS & RETREATS

AGAPE
10060 Prali
Turin, Italy

(1951) International, religious, ecumenical center open to various groups for encounters and conferences. A youth camp for people age 14 - 17 and an international work camp for volunteers (minimum age 19) offered during the summer. A community venture entirely on voluntary work.

AJAPA - BREATH FOUNDATION
4801 Draper Avenue
Montreal, Canada

Shri Purnananda Yogashram
Laxmanjhulla (Rishikesh) India

Center where disciples of Guric Janardan Paramahansa teach special techniques of breath control.

ANANDA MARGA YOGA SOCIETY
969 Lawrence Lane
Palo Alto, CA 94503

160 Pataliputra Colony
Bihar, India

(1955) Instruction in Kundalini and Astanga yoga.

AQUARIAN ARCANE COLLEGE
P. O. Box 23
Bondi Beach, NSW 2026 Australia
Sec., Mr. R. T. Adamson

Independent institution of "higher learning" offering courses of study in esoteric philosophy, occult science, etc. No fees required.

ASTRO CONSCIOUSNESS INSTITUTE FOR SELF-ENLIGHTENMENT AND PEACE
1627 South Emerson Street
Denver, CO 80210
Paul Cutright, Founder

Offers courses designed to "interpret in contemporary language an understanding of the esoteric teachings of the Ancient Mystery Schools." Sponsors year long programs leading to the Master of Metaphysics degree, six month intensive courses for Metaphysical instructors and eight week sessions on metaphysics and astro-consciousness.

AUM
2405 Ruscombe Lane
Baltimore, MD 21209

Offers instruction in the esoteric sciences and related fields: astrology, hatha yoga, esoteric Christianity, numerology, tarot, eurythmy, etc.

BLUE MOUNTAIN CENTER OF MEDITATION
P. O. Box 381
Berkeley, CA 94701

(1960) Offers classes in Hindu meditation. The Ramaguri Ashram, located in Marin County is a spiritual community established for the purpose of training leaders dedicated to the continuing work of the Blue Mountain Center.

BROCKWOOD PARK KRISHNAMURTI FOUNDATION
Educational Center
Bramdean
Arlesford, Hantshire, England

School that attempts to put into practice the teachings of Krishnamurti, in combination with an accredited academic program. Openings for twenty students, age 14 - 18.

CIMARRON ZEN CENTER
2505 Cimarron Street
Los Angeles, CA 90018
Joshu Sasaki, Roshi

Beginning to advanced instruction in zazen and sanzen. Group and individual instruction. Monthly dai-sesshin. Students receive a discount on tuition.

THE CROFT RETREAT AND STUDY CENTER
9925 VanKal Road
Otsego, MI 49078
William J. Maze Jr., Executive Director

Provides facilities and leadership for groups of adults for the purpose of spiritual renewal or study.

CULTURAL INTEGRATION FELLOWSHIP, INC.
2650 Fulton Street
San Francisco, CA 94118

(1951)Fosters intercultural understanding between Asia and the U.S. by using universal principles of religion toward self-actualization. Provides nonsectarian religious services, seminars in meditation, yoga, Tai Chi Chaun, and learning of Eastern self-disciplines

EAST WEST CULTURAL CENTER
2865 West Ninth Street
Los Angeles, CA 90006

Educational and religious organization. Purpose is to teach and help integrate the cultural and spiritual values of East and West. Central to their activities are the teachings of Sri Aurokindo.

THE FIRST ZEN INSTITUTE OF AMERICA, INC.
113 E. 30th Street
New York, NY 10016

Library facilities, book discounts, zazen and sesshin seminars available to members. Categories of membership depend on contribution and experience.

INSTITUTE OF MENTALPHYSICS
29 Palms Highway
Star Route 1, Box 435
Yucca Valley, CA 92284

Teaching retreat for yoga, meditation and breathing exercises.

INTEGRAL YOGA INSTITUTE CENTERS

California:
770 Dolores St.
San Francisco, 94110

1734 Bancroft
Berkeley, 94703

311 Ocean View
Santa Cruz, 95060

3222 Benda Place
Hollywood, 90028

Colorado:
111 Pearl St.
Boulder, 80302

Connecticut:
243 Sisson Ave.
Hartford, 06105

Michigan:
16527 Livernois
Detroit, 48221

New Jersey:
354 Madison Aven.
Convent Station, 07961

New York:
227 W. 13th St.
New York, 10011

500 W. End Ave.
New York, 10024

Texas:
3822 Hall St.
Dallas, 75219

Washington, D.C.:
2836 28th St., N.W.
20008

All centers offer instruction in meditation and hatha yoga on a non-profit basis.

INTERNATIONAL BABAJI KRIYA YOGA SANGAM
15712 Longworth Avenue
Norwalk, CA 90650

Maintains centers and dormitories throughout the world that teach the five-fold path of yoga.

INTERNATIONAL BUDDHIST MEDITATION CENTER
928 S. New Hampshire Avenue
Los Angeles, CA 90006

(1970) Provides instruction in Buddhist religion, philosophy and meditation and instruction in Oriental culture which will lead to a better understanding between East and West. Develops social and charitable activities for members.

INTERNATIONAL I-CHING STUDIES INSTITUTE
10985 Bluffside Drive
Studio City, CA 91604

Seminars and workshops on the use of the I-Ching, T'ai Chi Ch'uan and chinese health disciplines.

INTERNATIONAL SIVANANDA YOGA AND VEDANTA SOCIETY
115 N. Larchmont Blvd.
Los Angeles, CA 90004

Instruction in hatha and raja yoga. Offered in over 25 centers in the United States and two camps in the Bahamas and Canada.

THE LINDISFARNE ASSOCIATION
P. O. Box 1395
Southampton, NY 11968

Contemplative studies in religion, science and art. Concerned with studying the rapid pace of cultural transformation and developing new forms of education that emphasize humanistic rather than technilogical aspects. Residential programs and summer seminars in yoga, Buddhism, Sufism, T'ai Chi Ch'uan, the esoteric schools of the Judaic and Christian traditions, and studies in psychology, mathematics, physical science and the humanities. No degrees, diplomas or certificates awarded.

METAPHYSICAL CENTER AND BOOKSHOP
420 Sutter Street
San Francisco, CA 94102

Courses and seminars in the fields of hatha yoga, hypnosis, Jungian philosphy, numerology, palmistry, Sidereal astrology, Tai Chi Ch'uan and Tarot. Books and publications available.

NYINGMA INSTITUTE
1815 Highland Place
Berkeley, CA 94709

Western hemisphere center for dissemination of the secular teachings of the "old tradition" of Tibetan Buddhism. Sponsors spring courses and seminars, intensive summer programs and a graduate school.

> "The most pitiful among men
> is he who turns his dreams
> into silver and gold."
>
> K. GIBRAN

THE PHOENIX INSTITUTE
2404 Broadway
San Diego, CA 92102

(1967) Provides continuing education for people interested in creative approaches to reason and mysticism through the principles of science, art and religion. Sponsors the School of Man, the Church of Man, the International Fellowship Club and the Phoenix Research Library. Offers classes, lectures, seminars, research opportunities, retreats, workshops and creative arts. Publishes Portal, a quarterly journal of religion, science and the creative arts.

RING LAKE RANCH
Box 666
Dubois, WY 82513
Margaret M. Kahin, Executive Director

Ecumenical mountain wilderness retreat center. Two week summer seminars and short term workshops offered. Ranch operates as a community with small staff composed of volunteers. Themes of the seminars and workshops center around "Wilderness and Renewal".

SIVANANDA YOGA CAMP - RETREAT - POCONOS
R.D. 3 Box 400
Stoudsburg, PA 18360

Training in Sivananda yoga leading to the Bachelor of Yoga Science degree at the Poconos Ashram. Contemplation retreats for non-students also offered.

SOCIETY FOR THE ADVANCEMENT OF CONINUING EDUCATION FOR MINISTRY (SACEM)
3401 Brook Road
Richmond, VA 23227

Continuing education for clergy and professional church workers. Publishes Continuing Education Resource Guides which list opportunities in the United States.

THE SIVANANDA YOGA VENDANTA CENTER
243 W. 24th Street
New York, NY 20022

Yoga retreat and teaching center.

THE TEMPLE OF UNDERSTANDING, INC.
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Center for the study of the major world religions. Activities include: the Meditation Center in Washington D.C., summer work-study programs, seminars at schools and universities and conferences in the United States and abroad.

TIBETAN NYINGMAPA MEDITATION CENTER
2522 Webster Street
Berkeley, CA 94705

Training in Buddhist theory and practice. Center has space for approximately 50 students.

VANCOUVER ZEN CENTER
139 Water Street
Vancouver 3, B.C., Canada

Connected with Mt. Baldy Zen Center and the Cimarron Zen Center in California. Public seminars, workshops and residential training. No tuition or charge for instruction. Publish a regular newspaper.

WAILUA UNIVERSITY OF CONTEMPLATIVE ARTS
Kapaa on the Garden Island
Hawaii 96746

School of meditation and yoga with nine affiliate schools and two temples in Hawaii, California, Nevada and Ceylon. Master Course of Study is a twelve week program of homestudy that covers the teachings, training, philosophy and life style of the school.

YOGA CENTER AT ST. LOUIS, INC.
1502 Big Bend
St. Louis, MO

Non-profit yoga center offering lectures, study programs and group work.

YOGA INSTITUTE OF WASHINGTON, INC.
1629 K Street, N.W., Suite 539A
Washington, D.C. 20006

(1964) Offers beginning and advanced instruction in yoga.

YASODHARA ASHRAM
Kootenay Bay
B.C., VOB 1X0 Canada

(1956) Offers complete program of yoga theory and practice with workshops in human growth and development. Publishes Ascent and a catalogue of Ashram books and crafts.

ZEN CENTER OF LOS ANGELES
927 S. Normandie Avenue
Los Angeles, CA 90006

Free instruction in zazen for beginners. Sesshin held every month, three day sessions. Quarterly journal, ZCLA, has details. Housing provided.

THE ZEN STUDIES SOCIETY, INC.
223 East 67th Street
New York, NY 10021

Regular retreats and zazen sessions. Open to members only. Publish an annotated bibliography and Dharma Seasons, a quarterly journal.

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This is it
And I am it
And you are it
And so is that
And he is it
And she is it
And it is it ~
And that is that.

JAMES BROUGHTON

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